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There are 36,000 copies of this issue

CALIFORNIA TEACHERS ASSOCIATION

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State Executive Secretary Roy W. Cloud, in response to an inquiry for information, has contributed an explanation of a widely-discussed state ad valorem tax (Page 9). He also calls attention to two tax proposals which should be defeated (Page 14).

Dr. Heber Allen Sotzin, director, division of industrial arts education, San Jose State College, and president, California Vocational Federation, contributes a particularly significant article on the outlook of vocational education on the secondary school level. His lucid paper will be of help to teachers on all levels.

Los Angeles County teachers under leadership of A. R. Clifton, superintendent of the county schools, have successfully participated in an unusually interesting series of institute meetings. Mr. Clifton describes these on Pages 12-13.

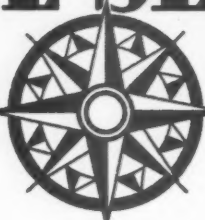
Several years ago Dr. John A. Sexson, superintendent of Pasadena schools and president, California Teachers Association, headed a C. T. A. special committee for the study of secondary school problems. Dr. Aubrey A. Douglass, then professor of education, Claremont Colleges, was in charge of the field work and research. An illuminating report appears on Page 14 upon the work of that notable committee.

Charles R. Hunt of Long Beach, president, California Association of Health, Physical Education and Recreation, contributes to this issue an outstanding paper upon the outlook of health, physical education and recreation on the secondary level (Pages 18-19).

Marjorie Fleming Hutchinson, teacher in La Jolla Elementary School, San Diego County, presents a practical classroom device, a responsibility chart, which is described and illustrated on Page 36.

At Lompoc Union High School, Mary Elisabeth Bucher, head of the art department, directed a group of students in the painting of a large mural used as a stage-set for the annual jamboree there. On Page 24 this fine co-operative student project is described and illustrated.

TRAVEL SECTION



TO SOUTH PACIFIC SEAS

Earle V. Weller, San Francisco

HOW well do you know the Pacific?

That is a question that soon will be asked of every teacher who seeks a position. For the Pacific is becoming more and more important in world-affairs. The eyes of all nations are turned upon it.

The Pan-American Clipper stirred the imagination with the inauguration of over-night flights to the Hawaiian Islands. Melbourne through its centenary celebration and international air race, publicized the remarkable attractions of the Antipodes. The tiny islands of Wake and Midway found a place on the front pages of the newspapers when they became ports-of-call on the mail route to the Philippines. Japan's activities in China, the establishment of the new republic at Manila, President Roosevelt's visit to Hawaii . . . all these events have increased world interest in the Pacific.

What do you know about this great ocean empire that covers one-third of the globe?

President Rufus von KleinSmid, University of Southern California, sees in it the home of a new civilization. In a recent lecture he recalled an interview with a European monarch.

"You who dwell on the western shore of the Pacific," this ruler told him, "are fortunately situated. The civilization of Europe is in its decline. That of the Pacific is in the ascendant. The world will now look to the nations on



San Francisco-Oakland Bay Bridge with San Francisco in the background

the Pacific for leadership in social, economic and political affairs. There will develop the new civilization; there will be established the standards of the next century."

Even the geography of this great ocean is a matter of unique interest. The tiny islands, lying like stepping-stones across the broad expanse of sea, has made it possible to develop a great air-lane that brings the Orient near to the United States. Hawaii, western frontier of the United States, is a central point in this great ocean. On the northern rim are Siberia, Alaska and Canada. The South American continent is 5000 miles away. Japan lies 3400 miles to the East and Samoa nearly 2300 miles to the South on the way to the Antipodes.

PEOPLED by a race classified as Polynesian (who came, like the Viking warriors of northern Europe, in frail craft from across the seas) the island empire of the Pacific presents a rich field for study. Customs, religions, and language seem to point to an association in some remote past with racial origins which may be traced by anthropologists. The Polynesian may have come from India. The question is still debated; the answer still to be found. Attempts have been made to find a derivation of the native language in ancient Sanskrit. Many basic roots are similar but the thesis is still to be proved. The Polynesian languages are, in some ways, more exact than modern European tongues.

Like Greek, they use a dual form as well as a plural. There is a word for each type of wind and rain. The natives had rats, pigs, dogs and chickens. Goats, cats, horses and cattle, when introduced, had to be named from idea-words with which the Polynesians were familiar. So the horse was the "pig that runs over the ground," the cat was the "rat that climbs the house," the goat was the "pig with teeth (horns) on his head,"

and the ox "the pig with the long neck."

The "cowboy" in the Hawaiian dialect is "paniola" because the first cowboys came to the Islands from Mexico and spoke Spanish. Playing cards, introduced into the Marquesas, were called "faraoa pere" or "play-flour" as the cards were white and resembled ship's biscuits.

The first ships that came to Hawaii loomed so large that they were called "moku" by the Islanders, a term which signified part of an island which had been broken off. A pair of shears, in Hawaii, is called "pahi lua" or "two knives." A corkscrew is "wili," a curling object. A pair of trousers in Tahiti are called "piripou," that which sticks to the posts (legs) and a shirt (piriario) is "that which sticks to the chest."

The study of the Polynesian language is intensely interesting, revealing as it does, the primitive ideas of the people and their psychological reactions to influences from the outside world.

In New Zealand, the native Maoris are a part of the Polynesian race, while the Bushmen of Australia, probably the most primitive form of human life in the world today, have been clasified by many anthropologists as of Caucasian stock.

Strangest of all lands in the Pacific is the great continent of Australia, almost as large as the United States. Hundreds of queer animals and birds and thousands of varieties of flora there are found nowhere else on earth.

Australia is a continent of contrasts. Here is found the platypus, a strange beast that lays eggs like a turtle, suckles its young, has horny pads for teeth, a bill like a duck, webbed front feet with claws, and is at home on land or in the water. Here also is found the koala, the toy teddy bear of the American child come to life. From a tree will come a peal of raucous laughter, the kookaburra bird that sounds like a man. In the fields you will find a lizard so brittle that he flies into pieces when touched. There is the lyre bird of brilliant plumage, and the bower bird that decorates her nest with brightly-colored shells.

Australia was unknown to the rest of the world until 1770 when Captain

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But the scenic lane of glassy waters over which you cruise from Seattle to Alaska—here's where you'll first learn the meaning of the "Spell of the North." Then Westward to enchanting Prince William Sound, actually sailing among mountain peaks—slipping through deep fjords whose sheer walls rise from the decks of your ship and climb on up into the skies—here's where you'll find Alaska's irresistible magic.

Alaska's vacation climate makes it delightful cruising up here, too, any—a big choice of cruises ranging from 9 to 35 days, and it's surprising how very little an Alaska vacation costs. Fares include berth and meals aboard ship. See your travel agent and mail the coupon.



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Cook made his epoch-making voyage of discovery about the Pacific. Its natural wonders are still to be thoroughly explored. Among these are the giant eucalyptus, second only to the Sequoia of California, attaining a height of 350 feet and a diameter of 25 feet. One type of this native tree resists fire better than does an iron

girder. Other wonders include the hobo fish that steals rides on other fish or a passing ship by means of vacuum cups attached to his head, a turtle that lays eggs as large as tennis balls, and ocean tides that ebb and flow a distance of seven miles.

All about the Pacific you will find strange things which are unique and extraordinary. It is a museum of curiosities, a new realm for investigation. Find out more about it. Its importance to our West Coast is as great as that of the Atlantic to New England. It offers more in the way of diversity and interest than any other region on earth.

* * *

Lehman's 1936 Tours

LEHMAN Steamship Agency, founded in 1888, annually offers both conducted and independent tours to all parts of the world. A very successful Orient tour in 1935 was under the personal leadership of J. E. MacMaster, manager of the tour department.

Japan, China, and the Philippines were visited. Several places off the beaten path also were included, much to the delight of the party. A most enjoyable side excursion was a cruise on the Inland Sea of Japan, visiting many out-of-the-way places never seen by the average tourist.

This year a Lehman tour will visit Beppu, famous for its sulphur springs and baths.

Another attractive offering is the round-the-world tour. An exceptional amount of time ashore is scheduled, including two weeks in the Orient, with Mukden and Peking as the highlights. Two full weeks will be spent in Europe.

Increasing interest in South America has led Lehman to arrange for the 1936 vacationists a most attractive tour completely around the continent. The party will proceed down the West Coast—calling at many intervening ports—to Valparaiso. There the mighty Andes will be crossed. The return journey will be made from Buenos Aires up the East Coast to New Orleans. A special Southern Pacific car will convey the party back to California.

Lehman Steamship Agency has recently taken over the representation in Southern California for the old-established New York firm of Simmons Gateway-Tours, founded in 1876. These tours offer unusual opportunities of visiting Europe under pleasant conditions and at reasonable cost. This organization maintains its own established offices in London and Paris. In addition the vice-president spends each summer in Europe to personally superintend the various tour parties traveling under its auspices.

Another feature of Lehman service is the annual British home-going excursion.

Last year this excursion comprised over 60 people. Sightseeing was enjoyed at Chicago, Niagara Falls, and New York, en route to Liverpool.

Dr. Henry A. Fisk, well-known tour conductor and former vice-president, College of Idaho, has joined the fast-growing Lehman staff as associate tour manager under Mr. MacMaster.

See more of the . . .

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1—Grand Tour of the Orient with Dr. F. E. Emmons. Hawaii, Japan, Korea, China, Philippines. June 28 - Sept. 5. \$1100

2—Australia and the South Seas with Marie D. Casey. Honolulu, Pago Pago, Tahiti, Suva, New Zealand, Australia. June 23-Aug. 21. \$623 to \$822

3—South America Circle Tour with Dean Mary S. Crawford, U. S. C. Panama Canal, Colombia, Ecuador, Peru, Chile, Argentina, Montevideo, Brazil. Optional return routes. June-Sept. Average cost. \$1000
Alaska steamer fares from \$150; Hawaii \$180 cabin; \$250 first class.



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TRAVELGRAMS

Henry Miele, Los Angeles

FROM reliable sources it was learned that Pan-American Airways, T. W. A., United Air Lines and Eastern Air Lines will order new 50-passenger skyliners to be constructed by Douglas Construction Company at Santa Monica. About the size of a winged navy destroyer, with 4 engines of 1000 horsepower each, they will fly 240 miles an hour. A special feature will be complete electrical kitchens.

Pennsylvania Railroad announces that with the completion of its great electrification project between New York and Washington the fastest rail service that has ever been known can now be enjoyed between the nation's largest city and its capital . . . the most comfortable ride, for electric power is smooth and steady . . . the cleanest ride, for all trains are air-conditioned.

An interesting comparison between rail and steamer fares on the basis of cost per mile has developed the fact that a steamer trip across the Atlantic and return is only 3.14 cents per mile in tourist class and 2.54 cents in third class, including transportation, meals and berth.

According to George V. Latham of the N. Y. K. Line, Los Angeles office, there will be a greater number of escorted tours to the Orient this season than in any previous year. Globe-encircling tours via the Trans-Siberian Railroad are interesting developments in the trend of travel via the Orient.

An announcement from Robert M. Firth, Commissioner from New Zealand in Western America, states that his recently-opened office in Los Angeles has received for general distribution a variety of fascinating brochures and booklets relating to travel in New Zealand.

Because of the convenience of the Delta Line summer schedules, South America will be available for circuit tours of the East and West Coast during the summer vacation. Moderate rates prevail on this first-class service between New Orleans and Buenos Aires via Brazil and Uruguay.

Voyages of Romance is a new pamphlet outlining a variety of unusual ocean trips to the Antipodes, Scandinavian countries, the Orient, and around the world, issued in Los Angeles by Pacific Coast agents of Bartlett Tours Company.

Union Square in San Francisco has become a new travel-center with the offices of the major steamship and travel companies. Pershing Square in Los Angeles has recently developed as a similar travel-center for the Southwest.

The first Foreign Institute Tours to Mexico under direction of Hillman Cruise Tours will leave June 21 and 28 on two specially-chartered trains. Designated as the "White Aztec," these air-conditioned



Mazatlan

Mariachis play beneath your window

COBBLED STREETS flanked with pink and blue buildings; balconies where lovers actually serenade their *señoritas* on moonlit nights; wide beaches where the surf is warm; bands of *mariachis* who play beneath your window if you nod at them; picnic islands fringed with coconut palms; friendly people who are never in a hurry; *arañas* (the name means "spider"), those funny two-wheeled carts that take you all over town for a peso or two. That's Mazatlan.

Different from the rest

When you buy your ticket to Mexico, have the agent route you via the West Coast of Mexico Route, either going or returning. For no extra rail fare, you'll see a part of Mexico entirely different from the rest: Mazatlan, Guadalajara (a marvelous place to buy pottery and glassware), Tepic (a perfectly preserved Spanish Colonial village), Guaymas (where Southern Pacific's modern resort, *Playa de Cortés*, opens soon), the wild mountainous *Barrancas*, and dozens of little towns whose only connection with the outer world is our daily train.

In Mexico, the train is king. In fact, most of Mexico's really interesting places are reached only by train. You have more time in Mexico when you go this way.

How to get there

We have air-conditioned through Pullman service from Los Angeles clear to Mexico City.

If you wish, you can go one way to Mexico City and return another, using our West Coast Route either way. Very low roundtrip fares permit this. Or go to Mexico City as a sidetrip on your way to or from the east (the sidetrip fare is only \$50). Or take our air-conditioned "Hotel Car," which leaves El Paso and Tucson every Monday for a three weeks' tour of Mexico's byways: Uruapan, Patzcuaro, Guanajuato, Mazatlan, Guaymas, and many more, with eight days in Mexico City.



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For information about the West Coast of Mexico, write F. S. McGinnis, Dept. SN-2, 65 Market St., San Francisco, California. For a deluxe booklet about Mexico with large map in full colors, enclose 25¢ in stamps or coin. (This booklet was judged best in America at the New York Art Directors' Show last year.)

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private cars are decorated in the Aztec manner. A course in Spanish and Mexican history will be given en route. Among other attractions will be a lounge car for dancing, an all-wave radio, moving-pictures and a five-piece orchestra. Lectures by the world-renowned artist, Diego Rivera, will distinguish these tours.

A definite trend toward the Pacific is indicated in a travel-survey made by D. F. Robertson, head of the travel bureau under his name. Mr. Robertson reports a number of registrations for his summer vacation-tours to South America, the Orient and around the Pacific, as well as around the world.



(Wax sculpture by Luis Hidalgo)

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UNUSUAL SHIPS

Henry Miele, Los Angeles

*Fair laughs the morn, and soft the zephyr blows,
While proudly riding o'er the azure realm,
In gallant trim the gilded vessel goes,
Youth on the prow, and Pleasure at the helm.*

WHAT is there about a ship that stirs the imagination? Is it the fact that it always has been to mankind a symbol of escape . . . escape from the irksome, from the humdrum things so inseparably connected with a workaday world?

Nowadays, thousands may adventure forth and experience the thrill which actual contact with strange lands and people can give . . . view the scenes and places where history was made . . . customs so engrossing, new life and new faces and a pageantry of new experiences that provide a needed escape from a too-familiar environment.

Surely, it is not an exaggeration to say that travel pours into the heart and mind, a wealth of happiness and culture not to be obtained by any other means. It is indeed a wise individual who sets aside a certain period each year to the study of the life of other lands—a life wherein the pleasures and customs of today are mingled curiously with the associations and memories of yesterday.

Whether you choose to travel up the mighty Yangtse River into the innermost regions of China . . . through the lovely islands of the South Seas . . . around Cape Horn via the Straits of Magellan . . . or along the jungle-lined shores of Madagascar, it is possible to live in luxury and enjoy the finest cuisine aboard a yacht-like riverboat or a large ocean liner.

Although the super-liners of the Atlantic and Pacific are ever-gaining in popularity, the sophisticated traveler seeks something entirely unusual and off the beaten track. Smaller editions of the new Normandie, Queen Mary, Rex, Bremen, or President Hoover, Chichibu Maru, or Empress of Japan, dot the Seven Seas, plowing their ways to the far corners of the earth.

South African Tours

South Africa and Madagascar have always seemed to be the outposts of the earth, yet they are conveniently reached by fine new ships. The O. S. K. liners Rio de Janeiro Maru and Buenos Aires Maru stop at sunny Durban and lovely Capetown on their fascinating circuit of the world. In fact, the entire route followed by these new motorships is as unusual as it is interesting. The typically French vessels of the Messageries Maritimes end their exciting journey along the east coast of Africa at the almost untouched ports of the Madagascar coast and

the delightful island of Reunion. Gleaming gray motorships of the Union-Castle Line whisk one from England to the Cape in 17 days.

If we cross the Indian Ocean on one of the famously-comfortable boats of the K. P. M., we cruise among the romantic atolls of the Dutch East Indies. The Dutch ships cruise to the Moluccas, Borneo, Celebes, and lovely Bali. Ships of the same line also ply to Australia and the South Seas or up to the Straits Settlements, Siam, and Hong Kong. As recently as 50 years ago it was daring to follow these unusual routes which hardly had been explored.

If we wander to the land of the Mings and Mandarins, age-old China, we are surprised to find that on ships of the Yangtse Rapids Steamship Company it is possible to sail hundreds of miles up Cathay's mightiest

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stream, enjoying the comforts of a Simmons Beauty Rest mattress all the way. These ships are American-owned and have replaced in just a few years the teak junks which have been the only means of transportation since the time of Marco Polo. The junks still sail along this great waterway but the tourist is not forced to travel on them.

From Shanghai, too, run the luxuriously-fitted vessels of the Dairen Kisen Kaisha and the fine ships of the China Navigation Company to Tsingtao, Tientsin, and Dairen. Disembarking at Tientsin and traveling by train for three hours brings one to magnificent Peiping where camel caravans still wend

their way through the main avenues and out across the Gobi Desert.

Japan's Inland Sea

We might go on to Japan, however, which is also reached by sumptuously-equipped vessels. Here we again see the black and white boats of the O. S. K. This large company operates on the beautiful Inland Sea little liners which are the last word in modernity. The polished or mat-covered floors, natural-wood panellings, verandah cafes with miniature trees, and other artistic furnishings of these swift overnight steamers, will intrigue you.

Sailing across 3500 miles to the Hawaiian Islands brings us to Honolulu. The inter-

island line has new steamers sailing to the islands of Kauai, Lanai, Molokai, Maui, and the main island of Hawaii. Native warriors once sailed from one island to another in huge outrigger canoes.

And now we find unusual voyages to places in our own North America. Hundreds sail on the luxury-ships of the Alaska Line, the renowned Canadian Pacific, the Canadian National, and the new Northland Transportation Company. But entirely too many end at Skagway or Seward their adventures in Alaska. Until you have enjoyed a trip down the mighty Yukon on the white stern-wheelers that sail through the matchless scenery from Whitehorse to Daw-

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The Railways offer these discounts to Teachers only: Japan Proper—20%; Chosen (Korea)—40%; Manchukuo—40%—50%.

Ask your Travel Agent to suggest fascinating itineraries and to explain escorted or independent all-expense tours. For descriptive literature, address:



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ARCHIBALD H. PRICE, MANAGER

Cover Picture

THE front cover for February features a drawing by Ray Bethers, California artist, of the McKinley Elementary School in Redwood City, San Mateo County.

Although built several years before the Long Beach earthquake catastrophe aroused the people of California to a statewide program of safe school-house construction, the McKinley School was so competently designed by skilful and far-sighted architects, Coffey & Rist, of San Francisco, that years later it successfully passed all of the very rigorous earthquake-proofing specifications of the Field law. Mr. Martin Rist and his associates accomplished a farsighted, efficient, and beautiful school building.

* * *

World Notes

WORLD Federation of Education Associations, 1201 16th Street, N. W., Washington, D. C., will hold its Seventh International Conference in August, 1937, in Tokyo, Japan. Those interested are invited to write for information and travel arrangements.

The Federation will publish shortly the first number of its magazine *World Education*. Each affiliated organization is asked to send in 10 to 15 addresses to which it may wish the magazine mailed.

* * *

Mr. F. Mander, M.A., B.Sc., past president, World Federation, and general secretary, National Union of Teachers of England, has been invited to be a guest speaker at the N. E. A. meeting in Portland, Oregon, next July. To Dr. Mander and his "engineers" belongs most of the credit for the perfect success of the synchronized education conference at Oxford last August. It was the finest and most generous welcome ever accorded to a meeting of the World Federation.

* * *

World Goodwill Day, May 18, 1936, will be widely observed in the schools of the United States. Persons and organizations interested in this important movement for world understanding are invited to correspond with the Secretary General of the World Federation, who will furnish at cost programs, pageants, plays and other material for classroom and community exercises.

* * *

You have made a substantial improvement in your official publication and I congratulate you and your associates upon adopting the larger size for your magazine. You have gone out of the pamphlet class into the class of real magazines. I am pleased with your form, format, and typography. More power to you!—J. Herbert Kelley, Executive Secretary, Pennsylvania State Education Association.

World's Largest Bridge

THE photograph on page 2, taken in November, 1935, shows cable-spinning operations on the west side of San Francisco-Oakland Bay Bridge.

Despite the pace of the 30-hour week and the obstacles which nature places in the way when man seeks to set new engineering frontiers in defiance to the hazards of deep water and dizzy heights, the bridge will finish ahead of schedule. By November, 1936, the transbay span will be open for traffic. The railway portion of the bridge will not be complete until after the highway decks are in use.

The building of this great \$77,600,000 bridge between San Francisco and Oakland, and its sister bridge, the \$35,000,000 Golden Gate structure, has aroused public interest, culminating in 1938 in a tremendous Exposition on a specially-made island in San Francisco Bay. The engineering wonders of these two record-breaking structures have turned the eyes of the world on America, on California and on San Francisco Bay.

During the first year it is expected that 6,000,000 vehicles will pass over the bridge and full prosperity only needs to return to give the bridge an annual passenger traffic of 50,000,000 persons.

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EDUCATIONAL NEWS

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VAUGHAN MACCAUGHEY *Editor*

VOLUME 32



FEBRUARY 1936

NUMBER 2

AD VALOREM

Roy W. Cloud

A FRIEND said to me the other day, "What is an ad valorem tax? Why do people seem to fear it?" As best I could I told him the implication of the ad valorem tax as the term is used in California. After doing so, it occurred to me that some of our members might like a simple discussion of this mooted tax.

An ad valorem tax is a levy upon the assessed value of property. In its common use the tax which is now discussed as an "ad valorem" is a State rate which may be levied to meet a deficit.

The counties, municipalities and districts of California finance practically all of their governmental activities with an ad valorem tax on real and personal property.

Prior to 1910 in California the ad valorem tax was used by both the State and the counties. (1) A tax rate was levied by the State on all property within the State for State purposes and (2) another rate was levied for local governmental purposes. With the adoption of Amendment No. 1 to the Constitution the State ad valorem tax was discontinued and in its place there was levied a tax on the gross receipts of public service corporations.

One of the chief reasons for this discontinuance of the State ad valorem tax was the difference in the manner of assessing property in the several counties. Many of the assessors of California desired to make the State payments as low as possible on prop-

erty within their counties. A uniform State rate (usually about \$1.00) was charged. If the assessed valuation in County A was approximately 60% of the real value of the property and the assessed valuation in County B only 40% of the real value, property in County B on a \$1.00 rate paid a very much lower actual tax to the State than did the property in County A. Little attempt was made to fix the assessments on a true value within the several counties. Had the true value been the basis for the State tax, it is probable that no change in the taxing method would have been made.

A Dual Tax System

However, the method was changed and from 1910 to 1933 utilities and public service corporations paid a large percentage of all State governmental costs, but were not required to pay any county tax on their lands and buildings which were used as operative property.

Sources of State revenue are the gasoline tax, personal income tax, retail sales tax, inheritance tax, the franchise tax, and several other forms of taxation. The California Constitution provides, Article XIII, Section 14e,

"In the event that the above named revenues are at any time deemed insufficient to meet the annual expenditures of the State, including the above named expenditures for educational purposes, there may be levied in the manner to be provided by law, a tax, for State purposes, on all property in the State, including the classes of property enumerated in this section, sufficient to meet the deficiency."

This provision of the Constitution enables the State, in case of need, to levy an ad valorem tax.

Should it become necessary to levy

an ad valorem tax as provided in Article XIII, Section 14e, the old method of assessment by county assessors would not prevail. The State Board of Equalization would fix what is known as the true valuation of every parcel of real property in California and the rate would be levied uniformly on a relatively low rate throughout all the counties of the State. An ad valorem tax levied and collected in this way would probably raise a tremendously large State fund; and were the rate fixed at a reasonably low amount, little injustice would result. The chief danger from such a procedure would be that a precedent might be established and the ad valorem tax might again become a common practice with the State.

It is not my purpose here to discuss the theory of taxation. But it is fair to say that the ownership of real property does not demonstrate ability to pay taxes. Thousands of property owners who use their holdings as a means of livelihood have been unable to secure from the soil even the common necessities of life. Land, therefore, should be as free from tax as possible. Ability to pay should always be a point of consideration when taxes are to be levied.

A Uniform Statewide Tax

A State ad valorem tax, therefore, as implied by the common usage of that term, is a tax of a uniform rate which may be levied upon all of the property within the State, the assessed value of property for such State tax being as nearly uniform as the State Board of Equalization can make the assessment.

VOCATIONAL EDUCATION

THE OUTLOOK OF VOCATIONAL EDUCATION ON THE SECONDARY SCHOOL LEVEL

*Heber Allen Sotzin, Ph.D., Director, Division of Industrial Arts Education
San Jose State College; President, California Vocational Federation*

IN view of much misunderstanding relative to the aims of manual activities in our schools, a definition of Vocational Education, and a brief description of its ramifications, is considered pertinent at the outset of this article.

Vocational education is specific occupational training. It should not be confused with industrial arts, formerly termed manual training. Industrial arts is a part of general education. General or liberal education trains one to live. Vocational education (specific occupational training) trains one to make a living.

Vocational schools like all our schools, with the exception of the American high schools, were foreign importations. They grew out of early apprenticeship which began about the year 2250 B. C. Fifty years ago there was much opposition against the inclusion of any type of manipulative work in the school program. It was considered as lacking in cultural content because it was associated with manual activity. Dr. John Dewey gives a significant reply to such criticism, when he says¹:

"It is pertinent to note that in the history of the race sciences grew gradually out from social occupation. . . . Physics developed slowly out of the use of tools and machines. The lever, wheel, and inclined plane, etc., were among the first great intellectual discoveries of mankind and they are none the less intellectual because they occurred in the course of seeking for means of accomplishing practical ends. These are all social ends and if they are too closely associated with the notion of profit, it is not because of anything in them but because they have been deflected to private use. . . . The ages when scientific progress was slow were the ages when learned men had contempt for the material and processes of everyday especially for those concerned with manual pursuits."

Early and subsequent opposition to vocational programs in our schools has largely disappeared. There is no more

valid reason for conflict between liberal and vocational education, than between religion and science. Both have their respective aims, objectives, and functions to fulfill. Both are here to stay.

Today, there are at least four levels of vocational training recognized in our colleges and secondary schools. First, the professional level such as law, medicine, engineering, teaching, etc. Second, the semi-professional level such as accounting, commercial arts, drafting, surveying, etc. Third, the craftsman level such as carpentry, cabinet-making, tool-making, auto-mechanics, etc. Fourth, certain types of semi-skilled occupations such as tenders and operators of automatic and semi-automatic machinery.

Forced Into the Schools

Similar to most of the subjects found in our public secondary schools curricula, today, vocational educational programs were forced into school programs by interests other than educational. The first vocational schools, of a secondary school level, were subsidized by private interests. With the collapse of the old apprenticeship system; industrial educational associations together with other interested groups began an educational campaign to make laymen, manufacturers, business interests, and the National Congress cognizant of the peril which confronted the industrial life of the nation. Their efforts culminated in the appointment of a commission, by Congress, to study the problem and report its findings.

After a two-year study the committee reported that our national welfare was at stake—industrially speaking. The report stated that less than 1% of our workers, gainfully employed, had received or had an opportunity to receive adequate training for their present occupations.

In addition, the report stressed the system of trade education in vogue in

Europe. It pointed out that this system developed better-trained workers than those found in America and that superior industrial products resulted, both as to quality and artistic design. The outcome of the commission's report was the passage by Congress, 1917, of the Smith-Hughes Federal Vocational Act.

Smith-Hughes Program

This Act is a national program, for vocational education, of less than college grade. Six types of vocational schools or classes may be organized according to the provisions of this act, viz: (1) evening industrial, (2) part-time trade extension, (3) part-time trade preparatory, (4) part-time general continuation, (5) unit trade—generally known as a day trade or day vocational schools, (6) general industrial—a program of vocational training for towns and cities of less than 25,000 residents.

The Federal Vocational Act has been accepted by all of the 48 states, Puerto Rico, Hawaii, and Alaska. It is under public control. It is a voluntary program of occupational training in which the federal office of education, state departments of education, and local school systems co-operate. Vocational training is provided in the following fields: (1) agriculture, (2) trade and industrial, (3) home economics, (4) commercial, and (5) rehabilitation.

THE Federal Office of Education reports a total enrollment in 1934², of over 1,100,000 boys and girls and adult workers of all ages. This included 488,000 boys and girls in full-time attendance preparing for occupations; 269,000 boys and girls who were employed and attending a part-time school; together with 370,000 adult wage-earners, farmers, and home-makers taking vocational courses in the evening schools.

In addition, more than 8000 disabled workers were rehabilitated and placed in self-supporting employment; while 37,000 disabled persons were taking vocational rehabilitation training at the close of the year. During this same year (1934) the financial support for this type of vocational

1. Dewey, John—*Democracy and Education*. pp. 235-237.

2. 1935 figures not available at the time this article was written.

education was as follows: (1) federal government \$6,950,945; (2) state governments \$7,093,203; (3) local communities \$14,144,269—a total of \$28,178,417. The federal and state governments contributed an additional sum of \$2,079,905 for the vocational rehabilitation program of the physically handicapped.

CALIFORNIA'S program of vocational education, on the secondary school level, is recognized generally as one of the best and most extensive in the nation. It ranks second in enrollment, and fifth in financial support, among the 48 states. It has been fortunate in its intelligent and progressive leadership. Its educational, industrial, commercial, and labor leaders, as well as its legislators, recognized early the educational, social, and economic value to be derived from a training program of this type. The result has been mutual confidence, co-operation, and financial support.

Factors Relating to Employment

The United States is faced not only with the difficult problem of unemployment but also a youth problem, which is closely allied. According to Federal Department of Labor statistics, unemployment increased from two million, in 1929, to a peak of eleven and one-half million in 1932 and 1933. Since the economic collapse of October, 1929, more than 12,000,000 young people have reached the age of 18, the age of employment for many. A recent study in one city, shows that 65% of its youth between the ages of 16 and 24 were unemployed. This situation is typical of many cities and communities.

Recent federal estimates show that 3,000,000 young people of school age are out of school and out of jobs; and are threatened with "demoralizing idleness." The program of vocational education in our schools is assisting in this problem by providing: (1) instruction of a practical nature to boys and girls who are compelled to remain in school due to child labor laws and other educational regulations; (2) instruction for older youths in occupational pursuits which will assist them to secure employment; (3) part-time instruction for employed youths over 16 years of age.

The Employment Situation

Data secured through current occupational surveys and group conferences relative to the employment situation indicate:

1. There has been no great surplus of highly trained workers on a national scale in any occupational field. Surpluses have been largely localized.
2. There is a surplus of partially trained and incompetent workers.
3. There has been a tremendous decrease in the demand for unskilled and semi-skilled labor.
4. There has been a fluctuating demand for machine operators.
5. There is an increased demand for specialized labor.
6. Modern labor saving devices require a higher skilled worker.
7. For those of potential ability to become skilled workers there exists a need for apprentice training or a trade extension program.
8. A need exists for a co-operative vocational education program to be conducted, directly in the industrial plant, by competent employees who have had teacher-training.

Many of these conditions are the results of recent and numerous technological changes. Additional changes which have resulted from scientific research and its application; and have seriously affected employment are:

1. The increased age of entrance into industry.
2. The increased mechanization of industry.
3. The progressive elimination of unskilled labor.
4. Higher standards of personnel selection.
5. Shorter hours of work.
6. Greater out-put per man hour.
7. The development of new processes; materials; and products.
8. Longer work expectancy on the part of the worker.
9. The obsolescence of long established skilled occupations and the development of new ones.
10. The elimination of child labor.
11. The stultification of craftsmanship aptitude and ability.
12. Progressive industrial specialization.

Some of these changes have been developing gradually; while others came into being suddenly, such as (1) the thirty-hour week, (2) the limitation of production, (3) the elimination of juvenile employment, (4) the increased entrance age into industry.

THESE and many additional items pertaining to these problems have focused attention upon the necessity

for vocational training below the professional levels. President Roosevelt stated his position by saying:

"My observation leads me to believe that we have tended to an educational system devised too greatly for academic training and professional careers.

"We know that already many of the professions are over-supplied and it is a fair guess that during the coming generation we shall devote more attention to educating our boys and girls for vocational pursuits which are just as honorable, just as respectable, and in many instances just as remunerative as are the professions themselves."

Problems of Vocational Education

To date, one of the most significant reports of this problem is a study by the Vocational Division of the Federal Office of Education—"Vocational Education and Changing Conditions" (Vocational Education Bulletin no. 174—1934). The findings of the study are summarized as follows:

1. "Most people must work in order to live.
2. "In order to work successfully, they must keep up-to-date in their occupational equipment.
3. "So rapid and extensive are the changes in occupations and the corresponding changes in the equipment workers need, that the procession of demands on them seems to be continually passing by while they stand still.
4. "If workers do not keep up with the procession, they meet with lowered wage, reduced employment, and loss of occupation; and the further they lag behind, the sooner they join the unemployable group or become a part of the social scrap heap.
5. "The only agency we know, which can keep them up-to-date with occupational equipment in skill and knowledge they need, is some form of vocational training.
6. "Only an adequate system of public vocational education will meet the needs of prospective and employed workers in the various occupations.
7. "All the trends in the conditions affecting the matter emphasize the interstate and national character of the problems of vocational education in the states."

Among the problems which confront occupational training and are demanding a solution are: (1) What may be done for the large group of students who leave school and cannot find employment? (2) What may be done for the large group in school who are not "academically inclined?" (3) What may be done to up-grade the large group in semi-skilled and skilled occupations? (5) What may be

(Please turn to Page 40)

LOS ANGELES COUNTY INSTITUTE

A MEANS OF TRAINING IN SERVICE

A. R. Clifton, Superintendent, Los Angeles County Schools

MANY means are employed by school administrators for the improving of classroom procedures and the achieving of better results. General teachers meetings, small group and individual conferences, visitation by supervisors, bulletins on instruction and curriculum practices all contribute to greater teaching efficiency.

The institute, another means of setting educational standards and improving instruction, has been used over a long period of years, the success of this procedure depending on the character of the programs offered.

In the administration of Los Angeles County schools, it has been impossible, during the depression period, to employ a field staff sufficiently large to interpret properly our educational program and to put it to work most effectively in our classroom situations.

For this reason the institute plans have been greatly changed, that larger service to the teaching body might be provided. The institute has become the administrative setup during the first part of the year as a supplementary agency to other supervisory procedures.

To meet the needs of a modern educational program, if the institute is to yield results commensurate with the expenditures of time and money, it must be rich in its offerings. It is no longer sufficient to provide teachers in the various instruction levels with lectures on methods and recommended classroom procedures in the hope that they will contribute to efficiency.

No longer can teachers confine their thinking and activities to the four walls of the schoolroom. The complexity of modern living and the changes in life relations demand that they think in terms of economic, political, and social sciences, as well as in their specific fields.

They must know far more than they are expected to teach, and must have their knowledge in a practical and

usable form. This applies to administrators as well as teachers.

The scope of the Los Angeles County program may be briefly stated as follows:

a. Lectures dealing with the problems which face the American people and the educational implications growing out of those problems.

b. General cultural and informational lectures.

c. Group meetings where educational methods and practices are discussed in an intimate and informal way by panel or symposium groups.

d. Visitation to schools where outstanding work is being done and where

● *An Institute group engaged in the process of dipping and pouring candles as one of the activities in the study of Pioneer Life.*



● *Group of teachers learning how to make the sewn book at an Institute session.*





●Teachers preparing to teach primary children about transportation in a unit of work on Community Life.



●Teachers engaged in learning first-hand how linen and woolen cloth are made.

successful demonstrations of the best modern methods may be observed.

e. Visits to industrial and commercial plants in order that business organization and production methods may be part of the teachers experiences.

f. Visits to civic and governmental offices—juvenile hall, county hospital, jail, superior court, psychopathic ward court, etc.—that teachers may know of the work of these institutions.

g. Laboratory work-shop meetings in which airplanes, trucks, ships, silos, etc., are constructed, the purpose be-

ing to provide teachers with personal experiences before attempting the units of work involving these processes.

During the fall term of school 108 sessions—several of which were in a series of three—were provided. From these the required number could be selected according to the needs and interests of teachers in the different fields and levels of the teaching groups. The period of the institute extended from October 12 to December 18. In each meeting with one exception, one too large to permit this policy, an opportunity for teacher-participation was

provided by means of questions or contributions to the discussions by the main speakers. Many sessions developed into most interesting experience meetings.

IN order to carry on the extensive and intensive program necessary in our complicated situation, geographically as well as professionally, the meetings were held in many different school plants in different parts of the county. Auditorium and shop facilities, as well as teacher-population centers, determined the place of holding many sessions.

We have frequently been asked if we would go back to the old form of institute. To this question we have answered "no, because our new plan is much more effective than the old one could possibly be—for it provides a far larger appeal to teachers through a greater variety of stimulating opportunities built around their interests."

The success of our program has been made possible to a large extent because we have considerable talent available for service on our own staff, and also from communities and higher institutions of learning in close proximity to our institute centers. In educational areas farther removed from such help, the problem would be more difficult, but not impossible.

* * *

Teachers Certification

December issue of Sierra Educational News carried a short item, page 33, on changes in teachers certification. Through a typographic inadvertence, the "by-line" was omitted, stating that the item was an excerpt from a paper on current trends in public education in the State of Washington, by R. F. Brown of Tacoma and appearing in Xi Alumni Chapter News, P.D.K.

* * *

Junior Audubon Clubs

HELEN S. PRATT, educational representative on the Pacific Coast of the National Association of Audubon Societies for the protection of wild birds and animals, has headquarters at 2451 Ridge View, Eagle Rock, Los Angeles County. Miss Pratt states that the Junior Audubon Club plan for this year contains new material adapted to the younger children. The slogan of the National Association is "The future of American wildlife lies in the hands of our children."

SECONDARY EDUCATION

Report by Dr. Aubrey A. Douglass, Member, California Teachers Association
Special Committee on the Study of Secondary Education

IN the fall of 1933, under leadership of Superintendent John A. Sexson, California Teachers Association organized a committee for the study of secondary school problems. Part of the work of that committee, so it was decided at a meeting held in Superintendent Sexson's office, was to study new projects or materials for instruction.

The writer, having expressed an interest in this part of the committee's work, was assigned to the task of canvassing the territory to determine what was developing, and to report the findings. A subsidy was granted to aid in the expenses of this work.

When Walter R. Hepner became chief of the division of secondary education, State Department of Education, he planned a state-wide program which included curriculum study of the kind proposed by Superintendent Sexson's committee. The work the writer had been doing was continued, but as a part of the work of the State Department of Education rather than with the original committee. The representatives of California Teachers Association generously allowed the funds to be used in furthering the state program.

In November, 1933, a canvass was made by mail of Southern California secondary schools, to learn of the developments which were taking place in the curriculum. This canvass was carried on continuously until the end of the 1934-35 school year. The mailing list included 140 names, exclusive of the cities of Los Angeles, Pasadena, and Long Beach, where extensive curriculum plans were being developed.

A Regional Committee

When Mr. Hepner came into office, a regional committee was appointed, to give general direction and assistance to the work and consisted of: W. B. Featherstone, Los Angeles; Emil Lange, Long Beach; F. L. McEuen and F. G. Macomber, Riverside; F. J. Weersing, University of Southern California; C. W. Waddell, University

of California; C. C. Trillingham, Los Angeles County; C. W. Graves, San Bernardino, and A. A. Douglass, Claremont Colleges, chairman.

The work done over a period of two years may be briefly summarized as follows:

A preliminary canvass by mail, asking schools to list the developments in curriculum re-organization; continuous follow-up of replies. The mailing list eventually compiled contained 140 names.

Publication of short descriptions of new enterprises, which were sent to the names on the mailing list. Five different lists were made, totaling 25 descriptions.

Publication of two lists of schools in which interesting developments were occurring, and which would receive visitors.

Twelve Projects Published

Selection, from the available materials, descriptions of projects initiated for improving practice in secondary schools, six of which were published in the bulletin issued by the State Department, and six of which were published in the mimeographed bulletins issued from the State Department. Many more were prepared, but not issued because of the expense.

Mimeographed and distributed a bibliography of recent materials appearing in Sierra Educational News and California Journal of Secondary Education. These materials were selected because of their descriptions of developments in secondary education.

Mimeographed and distributed lists of curriculum materials, syllabi, etc., developed in local school systems. Notes were appended to show how such materials might be obtained.

Mimeographed and distributed a 48-page booklet, on the correlation of music, literature, and the social studies. The materials for this booklet were developed at Claremont Colleges. A few copies are available and may be secured upon request.

Arranged for conferences at any school in the area where such confer-

ences were desired. A list of persons particularly able to conduct these conferences was prepared through the regional committee. Fifteen conferences of this type were held. The topics varied from a description of what curriculum improvement meant, given to parent teacher associations, to detailed examinations of co-re-curriculum or the program in existence in a given school.

* * *

DEFEAT TWO PROPOSALS

Roy W. Cloud

IN NOVEMBER, 1936, California will vote on at least two proposals which, if carried, will vitally affect the financial set-up of the state government and hazard public school support. Two Constitutional Amendments have been authorized by the people as initiative proposals.

One of these proposes to repeal the California retail sales tax law and substitute therefore the "single tax" system which is a tax upon the value of real property exclusive of any improvements thereon.

The other initiative proposes to repeal the present personal income tax law of California. No substitute method of obtaining state revenue is offered by those who would repeal the California personal income tax law.

Both of these initiative measures should be defeated. If our state government is to function properly adequate finances must be provided. There should be a permanent tax commission to frame our financial program. Too many theories have been proposed that are unsafe, unsound and insufficient.

Many may not approve the principle of the sales tax but in its practical application it does spread the base and does raise a fair quota of funds without unduly burdening anyone. Many may disapprove of a personal income tax. It is based entirely on ability to pay a tax. When state funds must be raised, ability to pay should be a deciding factor.

Every friend of education should dedicate himself to the task of defeating these unwise initiatives.

Accept my congratulations on the mechanical changes made in Sierra Educational News effective with the January issue. I like the size and arrangement much better than that which previously was used.

Perhaps the content of past issues is as good as that of the January issue; however, this issue impresses one as being superior. You are doing a good job.—Lester D. Henderson, District Superintendent, Burlingame.

* * *

California is Honored

EDUCATIONAL leadership in California received recognition and honor when Vierling Kersey, State Superintendent of Public Instruction, was re-elected president, National Council of State Superintendents of Public Instruction and Commissioners of Education, at their recent annual meeting in Washington, D. C.

By unanimous action the state superintendents and commissioners re-affirmed their belief in the policy that all education problems started by the federal government should clear through the United States Office of Education and the departments of education in the several states.

The Council also took formal action asking that the federal government make provision for the education of children on federal projects, military camps, submarginal and river projects, wherever there are sufficient children to justify such schools.—California Schools.

* * *

Afterglow

Mildred Long, Pomona

THE day is done!
But all the kindly deeds and words of cheer
That brought a ray of sunshine somewhere
here
Have just begun.

The day is done!
But hearts touched hearts today with nobleness
And now all grief and sadness will grow less
For joy has won.

Our day is o'er;
But thoughts of love and purpose true
shall grow
And move in widening circles till they
know
The sunset shore.

Not so God's day—
'Tis never done; all good and truth and love
Will live and full completeness find Above
In Eternal Day.

* * *

Ventura County's experiment in abolishing the system of report cards, indicating the progress or failure of pupils in its public schools, will be watched with interest by educators.—Los Angeles Times.



● Students come to school with skates

SNOW SCHOOL

NEW TYPE PHYSICAL EDUCATION

S. S. Cakebread, Principal

Greenville High School, Plumas County

MANY look toward winter with regret as the cold, dreary days approach. This is not so with the students and faculty of Greenville High School, located in the Sierras. Here winter is the most beautiful and enjoyable time of the year.

Two large tennis courts were built a year ago. A slight depression was made in them shaping toward the middle and the sides were raised some four or five inches. These courts are flooded as winter approaches and tennis can no longer be enjoyed. Then

comes the really happy time of the year. It is unique, at least, for the "tenderfoots" who hail from the warmer regions.

One may see students coming to school from many directions carrying ice skates over the shoulder and warmly dressed for the occasion. Then the physical education period is really enjoyed.

The electricity class from the industrial arts department installed some electric lights. Many nights are also enjoyed skating around in contests or gathered around a huge bonfire watching.

Toboggan slides and clearances for skiing are also close by the school. You may readily see, therefore, that winter is something to look forward to in this land of truly "four seasons."

School Attendance Records

Robert W. Sturges, Director of Child Welfare, Santa Monica City Schools

IN computing attendance percentages by the equation in my article on page 14, June, 1935, issue, Sierra Educational News, make my formula read: "column 5 divided by the sum of columns 5 and 6 gives the attendance percentage." Change my "column 4" and "column 5" to "column 5" and "column 6" respectively. The columns meant are those in the Teacher's Annual Report, last page of current elementary register.

By following the worded formula, "total days present" divided by the sum of "days present" and "days absent," a valid attendance percentage is obtained. (For annual figures, add the respective monthly columns so as to use annual totals in the equation; don't average the monthly per cents.)

This attendance percentage furnishes a sound basis by which a district can compare itself with its past or with other districts, or its several internal units with each other, in various useful studies of attendance.

* * *

Formation of San Dieguito union high school district, separate from the Oceanside-Carlsbad union high school district, was assured recently by a vote of 503 to 28 in six of the seven elementary districts affected, at a special election. The next step is to elect officers for the district, and to choose a site for the high school.

* * *

New officers of San Diego School Employees Association are Dwight L. Miller, janitor of San Diego High School, president; J. J. Laughlin, first vice-president; Charles Deitrick, second vice-president; George N. Flint, secretary-treasurer; Charles Deitrick, reporter; Green, Quick and Norling, trustees; E. J. Sada, doorkeeper.

ADAPTING ARITHMETIC TO INDIVIDUALS

Ray B. Dean, Principal, David Lubin School, Sacramento

ARITHMETIC probably causes children more difficulty than any other subject in the elementary school curriculum. This is largely due to the fact that the learning of each new process depends upon the mastery of certain preceding processes. Under the traditional class method of instruction many children are required to leave a process before mastering it, in order to move along with the class. These children soon find themselves hopelessly involved in new tasks for which they are inadequately prepared. The need is great for an individual method of teaching arithmetic which will provide means of allowing each child to progress at his own rate, mastering the work as he goes along.

Materials thus far developed for individualizing arithmetic have failed to meet with general acceptance for various reasons. Often, so-called individual materials in arithmetic are nothing more than drill material that may be used as "busy work" for the bright child or as extra drill work for the slow child. Such material has some value, of course, but it fails to truly individualize the work so that each child may progress at his own rate.

On the other hand, a system for completely individualizing arithmetic, such as the one developed at Winetka¹, is of little value unless the entire system is adopted. In a state such as California, where state texts in arithmetic are furnished free by the state to each school district, the local communities hesitate to purchase additional series of texts from local tax funds.

A Successful Plan

It is the purpose of this article to explain a plan by which arithmetic may be individualized, using the California state arithmetic book as a basic text. Such a plan has been used successfully in the Sacramento City

schools for the past two years and is adaptable to any regular school whether city or rural.

The plan consists of four parts.

First is the state text, a copy of which goes to each pupil.

Second is an assignment booklet which is given to each pupil doing individual work.

Third is a set of unit tests for testing each pupil as he finishes a unit of work.

Fourth is an answer book for these unit tests. The unit tests and the answer book are kept in the teacher's possession.

Assignment Booklet

The state text needs no explanation as teachers are familiar with it. The assignment booklet is a booklet made up by the teacher, or committee of teachers, and consists of directions, explanations, and supplementary work. It is written in child-like language and gives directions and explanations in much the same manner as the teacher would do orally under the class plan. The assignment booklet is the pupil's teacher. Instead of the teacher telling the pupil what to do, the assignment booklet tells him. Each assignment is designed to cover a daily period of work for the average pupil. The pupil corrects his own work in these assignments in order to relieve the teacher of the impossible task of correcting all the work the pupil can do. Answers for the work in the text are found in the back of the arithmetic book while answers for supplementary work are in the back of the assignment booklet.

At the end of each unit (usually four to six assignments—about a week's work for the average pupil) the pupil is told to ask the teacher for a Unit Test. These tests are made up to cover exactly the same type of work the pupil has been doing in the unit. He knows this and, therefore, there is no attempt on his part to cheat in the practice work because he knows that

eventually he will have to take a test on that same work and if he has not thoroughly learned the work he will fail on the test. If he fails on this test he must go back and do the work again. Theoretically, a pupil is required to attain 100% accuracy on each Unit Test before proceeding with the next unit. Practically, if the pupil indicates he has mastered the process but makes an error in computation on one or two examples or problems, the teacher may exercise her judgment in allowing him to proceed.

IN the average, the teacher will have about one test per pupil to correct each week. Ordinarily these tests will be scattered throughout the week, but occasionally several pupils will complete a Unit Test at approximately the same time. In such cases the tests are placed in the completed test folder on the teacher's desk and the pupils are allowed to proceed with the next assignment until the teacher has time to correct the tests.

It is essential that the teacher keep a systematic record of each pupil's progress. This can be done by keeping a record of the Unit Tests satisfactorily completed by each pupil. It seems advisable to keep this record in the teacher's class book rather than on a room chart in order to avoid pupils comparing themselves with others. The point here is that each child is competing with himself and not with other members of the class. If the teacher wishes the child to have a record of his work he may have a goal card on which he checks his own progress.

For Any Normal Reader

In Sacramento, it has been found that practically any pupil who is a normal reader can use the individual plan with profit. A pupil may be below grade level in arithmetic ability and yet be able to use the individual method providing he is capable of reading and following simple directions. In such cases, of course, it is necessary for the child to be given arithmetic material at a lower grade level. Only those pupils who cannot read and follow simple written direc-

¹ Washburne, Carleton, and Others. Washburne Individual Arithmetic series. World Book Company.

tions need be dealt with orally in a remedial group.

If it is evident that a pupil is failing to make satisfactory progress for his ability he should be withdrawn and placed in the remedial group. Any pupil in the remedial group who shows he is capable of working individually should be given the opportunity to do so.

It is not claimed that this system is a universal cure-all guaranteed to teach arithmetic to the most ungifted pupil. It is, however, an opportunity for pupils to go ahead at their own rates and if there are some pupils who are so poor in reading ability they cannot follow the simple directions in the assignment booklet, it gives the other pupils a definite program to follow while the teacher is working orally with this remedial group.

* * *

TIME SAYS

I. D. Perry, Los Angeles High School

MAKE much of me today
For tomorrow I break my tether.
I'm for the trail and the upland way
In shine or rainy weather.

Today make the most of me
For I'm in the mood for serving.
Tomorrow my path is over the sea
And I have no mind for swerving.

Make much of me today
Now I am yours for the asking.
From the flush of dawn till evening
gray

Under your hand I'm tasking.

* * *

Highlights of Astronomy

Walter Bartky, associate professor of astronomy, University of Chicago, is author of a remarkably interesting text, nearly 300 pages, published by University of Chicago Press.

His material, prepared as the astronomical portion of the introductory general course in physical sciences (one of the new introductory courses in the new undergraduate curriculum) interprets the phenomena of astronomy in the light of everyday experience.

Available with this delightful volume is the stellarscope, by which the student views sky charts on film. These, superimposed on the sky, make possible exact identification of the constellations.

CRIME PREVENTION IN YOUTH

H. G. Nelson, Principal, Julia C. Lathrop Junior High, Santa Ana

AS told by the New York Times, a plan of dealing with juvenile delinquency established by the Jersey City board of education a few years ago, has proven very beneficial in handling cases of maladjustment.

We take particular interest in this experiment now receiving such national prominence, because it is following almost exactly the system we have been using at Lathrop Junior High School for a considerably longer period, and which we believe accounts for the comparatively small number of juvenile criminals coming from our enrollment during the past several years.

Close track is kept of all our pupils who show any signs of social misfit or unsocial tendencies. These behavior problems (about 50 of them, ranging upward from whispering, through tardiness, enuresis, cheating, truancy, temper-tantrums, stealing to cruelty and suspiciousness) have been analyzed by psychologists and definitely recognized as danger signals.

Behavior Infractions

These behavior-infractions are consistently recorded in a cumulative case-history. Periodically the teachers who come in contact with these individuals in our school, meet in confidential consultation. The school nurse, who has the physical record, is called in. The individual case is given careful consideration from every angle. Recommendations for the probable best remedial or corrective procedures are agreed upon. Often the parents are called into these conferences, when it is known that their co-operation can be counted on. Sad to say, too often, we are obliged to leave them out of the conference because they fail to recognize the motives behind the study that is being made.

Out of the work thus begun in our school, there has now developed a city-wide clinic in Santa Ana, presided over by the school physician. This clinic deals with the more serious cases in a broader way. Where it seems necessary, Dr. Fenton of the State Depart-

ment is called in and sits as directing counsellor.

Nora Reid is counsellor at Lathrop and in charge of this work. She receives full assistance from Herman Ranney, city attendance officer. Co-operation is given by Herbert Thomas, Y. M. C. A. boys work director, by Miss Porter, Y. W. secretary, Dr. Roy Horton, director of De Molay activities, and by the police department, through Mrs. R. R. Russick, police-woman.

In Los Angeles County, the movement has gone much farther. A coordinating council passes recommendations as to which of some 30 coordinating character-developing agencies the individual should be assigned for work, supplementing the efforts of the schools.

We at Lathrop feel some pride in realizing that we were among the very first to put some system into practical use, and with most commendable results in preventing juvenile delinquents from developing into criminals, as our court records show.

* * *

Santa Cruz County principals association recently held its winter banquet at Santa Cruz.—Watsonville Pajaronian.

* * *

Research Studies in Education

RUTH A. GRAY has done a particularly valuable work in preparing a Bibliography of Research Studies in Education, 1933-34, published by U. S. Office of Education.

This excellently-arranged manual of 350 pages, the eighth in the series, lists 469 doctors dissertations, 2763 masters theses, and 274 studies reported as faculty research, from 117 institutions of higher education. Of the 3506 studies reported, 352 theses and 174 faculty studies have been received in the library, where they are available for interlibrary loan.

The entries give the author, title, degree, and date when the thesis was completed, the name of the institution granting the degree, number of pages, and a brief description note. The place and date of publication is given wherever possible.

PHYSICAL EDUCATION

THE OUTLOOK OF HEALTH, PHYSICAL EDUCATION AND RECREATION ON THE SECONDARY LEVEL

*Charles H. Hunt, Long Beach; President, California Association of Health
Physical Education and Recreation*

THE rapidly-changing social order, which has upset and disturbed our governmental and educational systems, tried our faith and destroyed our confidence, has brought about a new attitude of evaluating our educational objectives and procedures. Although the situation has been trying, and the transitory period, from the old into the new, most difficult; the ultimate result in terms of education that trains for living and life, may prove to be more than an adequate compensation.

The outlook of health, physical education and recreation is the same as the outlook for education in general, of which it is a part. The emphasis placed upon training for living and a sincere desire, upon the part of those intrusted with the responsibility, for evaluating of procedures and techniques, have given a new recognition and consideration to the contributions, that this field has to make to the whole field of education.

During this time of national bewilderment, when cures were advocated for our social ills; there were those, who literally, attempted to hold back, the hands of the clock of human progress. They suggested, the scrapping of machinery, that had replaced the labor of men. They advised doing away with physical education activities and recreation. Their cry was "Let's go back to the good old days" where physical activity consisted of farm chores, sawing wood, or similar activity. Research, showing death-rates, and disease toll, along with a little sober thinking, soon disclosed the fallacy, of such reasoning.

New Social Order

The new social order, with increased scientific discoveries and procedures, will undoubtedly increase the leisure time of the individual, and public education will recognize its full responsibility. When we consider that the working day of the future will not

take more than six hours of time: adding to this; six to eight hours for sleep, and taking into consideration, Sunday and holiday time, and you have a major portion of the day's time free; for leisure or living. Thoughtful analysis of this schedule, will lead to more careful planning of our educational program, to train for this—living time.

That we, who are serving in this field, have much work to do—goes without saying. Not, with the purpose of excusing our sins of omission and commission, but to get a true picture, let us, for a moment, look back over the trail that we have travelled. We are young. We cannot go much further back, than thirty years, for anything more, than historic tradition. We have had all of the childrens diseases, and have emulated the antics of the adolescent boy and girl. Our early programs were made, by well-meaning, but poorly-trained zealots and faddists; but through it all, has run a thread of sincere effort and willingness to serve youth.

Hectic Athletics

Highlights in program changes, would take us from the Del Sarten method of movements for grace and bodily beauty through the formal gymnastic and regimented calisthenics period, into heavy apparatus. Then came our hectic athletic period, with stress upon a blood-and-thunder type of athletic competition for our boys and girls, with the objective dictated by the town sports, and the demand for a winning team, or a new coach.

We were then introduced to the free play type of activity, doing away with most of the old program. Then came the recreation emphasis and the philosophy of play for play's sake. The health education and health service programs came into being, and after being shifted about, have in most cases been combined with phys-

ical education and recreation, at least for administration.

University departments and teacher training institutions, all had different types of training, and no clearly-defined objectives, that were generally accepted. That educational administrators, were confused, as to what it was all about, is not to be wondered at, and yet, today, after a comparative short space of time, we have come to the place, where objectives, are quite universally understood and accepted.

Teacher training is quite adequate. The best of the various systems have been fused into a system of education, that is sound, though incomplete, and still in the process of growing.

Broad Recreation

One indication of the recognition of the demands of the new social order, is the emphasis, that is being placed upon recreation activity, in its broadest sense, rather than the older order; of training for physical capacities.

Objectives that are quite generally accepted, although interpreted differently, by individuals and school systems, embrace the following:

- Physical and organic development.
- Social adjustment and development.
- Mental and emotional adjustment and development.
- Safety for others and self.
- Recreational exploration and development.
- Knowledge and development of good health habits.
- Detection and correction of remedial defects.

One of the outstanding trends in the field of health, physical education and recreation, is the evidence of a new philosophy, that has been a direct outcome of our consideration of the leisure time training. We are thinking in terms of training students for happy healthy lives, rather than the development of physical power or skills.

PHYSICAL activity, instead of being the end in itself, is but a means to the end. The objective of teaching skill is to make possible, better understanding and enjoyment of the game or activity, keeping in mind, that playing the game is the

thing that counts; not the game, or its skills, or popular acclaim.

One of the accepted tests for planning an activity program, is its recreational value, for present and future living. Through the game activity; life situations develop naturally and offer an opportunity for effective integrated teaching. Participation of all, in place of a few super-physical specimens for show purposes, is another outcome of an honest evaluation. Inter-school athletics have a definite place in the boys senior highschool program, but if allowed to dominate the program and energy of the teaching staff; they will defeat the purpose and true objectives of education.

Play Days

Play days, with emphasis upon social contacts, good fellowship and the joy of playing, instead of the winning of games, is having a wholesome effect and creating much interest, wherever tried.

A good deal is being done to develop co-educational play programs. Organized sports do not lend themselves to the plan, but many recreational games do.

More consideration should be given to this phase of training, because it prepares for life, through true social conditions. When boys and girls in the secondary schools really learn to play together in a natural wholesome way, we will have gone a long way toward cutting down divorce court actions and broken homes.

One of the difficult problems in the field is the co-ordination of health, physical education and recreation in the individual school or school system. Almost every department and activity of the school contributes to training for health or leisure, but often the approach is such that it becomes a matter of factual information taught, that does not become related training for living and is lost in the maze of informational teaching.

SOME school systems are co-ordinating these programs in individual schools and for the system. We have been subject-minded for so long (and the bugaboo of the terminology "leisure" conveys to the average person the idea of loafing) that it has been hard to get administrators, to give

serious consideration to the problem. Until this is done, the product of our schools will reflect the neglect in the life it lives. As far as California schools are concerned, an adequate program is not so much a matter of additional funds and personnel, as it is a matter of better planning and direction.

Training for Living

Training for leisure actually means training for living. The task is one that offers a direct challenge to all members of the teaching profession. Can our present-day teachers, trained in the old school and another social order, meet the challenge? Yes; if administrators will project the vision and inspire and encourage, such teaching; if they will free the teacher from hard and fast courses of study; if they will forget screwed-down desk-and-chair methods of instruction and train the young life to live, instead of making them merely receptacles of factual information.

We need to sit round a conference table with superintendents, principals, supervisors and teachers, and talk over our mutual problems. Only by working together in a united effort can we expect to accomplish our purpose. Departmental lines and petty traditionalism have no place in meeting the changing problems of the new order.

Many are making difficult life-adjustments and finding happiness through an outlet offered by hobbies, such as woodcraft, photography, gardening, music and art. Millions might find this happiness and live useful, happy lives, if they could learn certain fundamental skills, through a recreational approach.

Daily papers would carry less news of tragedy brought about by poorly-planned lives, if a foundation had been laid in the public schools for the enjoyment and development of creative activity and appreciation of true values.

The new social order, with its constantly-increasing leisure time, offers inspiring possibilities. It may either destroy our civilization, or if rightly directed, strengthen and enrich our living, giving us a healthy, happy people. Our joint responsibility is clear-cut: working together, we can meet the challenge of the times.

Your new set-up for the "News" is perfectly grand, I think. The jacket is very attractive, and the style of layout is most superior. Congratulations.—Janice Robison, president, California Drama Teachers Association, Burlingame High School.

* * *

The new dress of Sierra Educational News is very attractive.—Jessie Graham, associate professor of commerce, State College, San Jose.

* * *

Teaching Current Events

Joyce E. Lobner, Lockwood Junior High School, Oakland

IF current events had been taught 40 years ago as in progressive schools today, we should not have the lamentable spectacle of a prominent member of a leading women's club cautioning against it for fear that "controversial topics might be introduced that are beyond the comprehension of children." She would have known from her own school days that current events are not taught in the schools for the purpose of having immature learners solve or even fully comprehend the terrific problems of modern civilization.

To maintain a democratic civilization, everyone must be informed of the world's problems. An open-minded attitude toward proposed solutions must be inculcated, so that the best one may be adopted. A feeling must be instilled that each individual has a responsibility in these matters.

The most dangerous ignorance in a democratic society is ignorance concerning contemporary life. Only if the child is taught the discoveries, inventions, personalities, and happenings in the world about him, will he have the knowledge and the desire to make wise decisions on the problems that will confront him.

Therefore, the study of current events is of first importance. It vitally interests children. It develops an alert habit of mind. It furnishes superb opportunities for practice in motivated reading.

If children study current events throughout school life, will it not become a permanent interest, and make them more understanding and public-spirited citizens, thus insuring the safer progress of the country?

Believing this to be true, my preparation for the current events class is thorough and enthusiastic. Papers which give the news in simple, succinct form, lighten my labors greatly and help to create an enjoyable, live lesson.

The greatest safeguard against the ignorant following of selfish or ill-advised leaders is knowledge of and a thoughtful attitude toward questions of modern life. Where can these be acquired better than in the public schools.

CAN YOU TAKE IT?

*Grace Hendrickson, 8B Teacher,
Hawthorne Public Schools*

THE changes in the 7th and 8th Grades of the Hawthorne Schools, whereby the departmental regime has been supplanted by the integrated program in which each teacher has his own class all through the day, has accomplished some decided improvements.

First, and perhaps foremost, is the fact that this change has resulted in a decided teacher-improvement. Under the departmental system a teacher needed only a knowledge of the material in the textbook required for the subject which he taught plus a few collateral books. He spent little thought on the subjects being taught by his colleagues.

Now, because a teacher must teach all subjects in the curriculum, it has become necessary for him to do an immense amount of reading in order that he may acquire a cultural background for the work in which he is engaged. This reading has included books on the philosophy of a nation and the literary masterpieces which have been the contribution of that nation to the world's heritage.

The teacher has become conscious of the many opportunities for cultural improvements in Los Angeles County, such as the Huntington Library, gardens, and galleries, the exceptional exhibits of the world's artistic triumphs which are held each month in the galleries of the Los Angeles City Museum, the lectures given in the Los Angeles City Library, the exhibits of paintings and books which from time to time are displayed at the Doheny Memorial Library on the U. S. C. campus, and the concerts of the Philharmonic Orchestra of Los Angeles.

He Enriches His Life

The conscientious teacher has taken advantage of many of these opportunities because he realizes that such contacts enrich his life and thereby the lives of the children under his care. Some teachers have also reg-

istered for evening classes given by the local universities.

Second, the change has resulted in an opportunity for integrating such subjects as the social studies, English, literature, and art around a central unit. Ninety minutes are given each day for this purpose. For example, if a class is studying France during this period, less emphasis is placed on the geographical and historical facts concerning the country and more on acquiring an understanding of the French people themselves.

The children learn the characteristics of the typical Frenchman and how these characteristics are brought out in the literature, art, and music of the nation. The class begins to appreciate the fact that a knowledge of France is necessary if one is to understand the current happenings recorded in the newspapers.

Drill Is Continued

The drill periods in arithmetic, formal grammar, and civics have been continued, but it is felt that the integration of the social studies has given the children a much broader background than the geography and history lessons formerly taught as unrelated subjects.

Third, because of the integration during the social studies period, the child has acquired certain skills which otherwise were not gained.

Most important of these masteries is the ability to know where he may find material and how to use it after he has found it. This is a tool which will be of the utmost value to the child all through his life.

The children have become familiar with the Britannica and know how to use it. They have learned to read the articles with reference to the topic at hand. Who's Who, The World Book, the books of Frank Carpenter, and other reference books have become more than mere names. A knowledge of the importance of the index is indispensable to the student and the children have learned to use it.

Another resultant development is the ability to speak before an audience. It is no easy feat to stand before one's class and with poise and directness give a report after which one may be asked any number of

questions by one's audience. Every child has shown much improvement in the manner in which he speaks before the class.

Along with the latter is the expertness which is acquired by listening to such reports by the class—the ability to be an attentive and polite audience.

The reading of graphs, charts, and maps is important and the children have become more adept in this.

Fourth, because the teacher has one class all day, he has been able to become more familiar with each member of his class. He discovers what radio programs, magazines, movies, books, and food each child likes best, and here he has a wonderful opportunity for guidance. He learns the eccentricities and difficulties of each child and in many ways may help the children to overcome undesirable traits. The problem of discipline is not so great and more comradeship is possible between teacher and students.

No longer does the teacher occupy the exalted position of one who knows all! Many times it has been necessary for him to say "I don't know," and then with the children seek to find the answer. He has become a guide whose job it is to help children build up those attitudes, habits and skills which will make them worth-while citizens—citizens who will be interested and awake to the problems which will confront them in the complexity of life in the 20th century.

* * *

History Headlines

A radio program that should be of interest to the teachers of Central California is Headlines That Make History, offered every Sunday afternoon at 3:30, Station KTRB, Modesto (740 kilocycles). This program presents the Headline Reporter, Barthol W. Pearce, in a 15-minute summary of the dynamic news events of each week. The station distributes mimeographed copies of Mr. Pearce's talks free of charge to all who request them. Social science classes in elementary and secondary schools should find this service valuable, for these prepared broadcasts not only feature the most timely news events, but they are well-edited, and exceptionally well-given. Mr. Pearce, incidentally, is an instructor of social science in Sonora Union High School, and popular throughout the Mother Lode and Northern San Joaquin Valley regions as a speaker upon current problems.

THE INGLEWOOD SALARY POLICY

Henry A. Cross and Lionel De Silva

APPROXIMATELY two years ago, the Board of Education of the Inglewood City Schools, requested the superintendent to submit to it a salary policy which was acceptable to the teachers, appropriate to local conditions, and an improvement over the existing salary policy. The superintendent¹, in turn, called upon each school in the system through its principal to name one of its teachers who would represent the school on a central committee² which was organized with a chairman, discussion leader and research secretary.

This committee, meeting in and out of school hours during the year 1934-35, formulated a tentative policy and submitted it to the teachers for modification at three open forums. After adjustments had been made, 92% of the teachers approved it by secret ballot.

The policy was then submitted to the superintendent who, without making changes thereof, recommended it for adoption to the board of education³ which, after careful consideration and with some minor modifications, adopted it without a dissenting vote in June, 1935.

As its first step in formulation, the central committee laid down and organized guiding principles, both general and specific.

In the policy, Experience is utilized in conformity with the idea that it operates for approximately six years as a factor contributing to improvement in positively accelerating fashion, that it contributes to improvement without acceleration during the succeeding four years, and that, thereafter, it levels off until the onset of senescence.

Training is utilized to arrange teachers in the following groups:

Group I: Less than a bachelor's degree.

Group II: Bachelor's degree.

Group III: Master's degree.

Group IV: Master's degree and additional year's work, or formal acceptance for the doctor's degree.

Transfer from one group to another is open to all teachers.

In keeping with the idea that training is of greatest value when it proceeds simultaneously with teaching,

1. Robert E. Cralle.

2. Ella M. Friend, Chairman; Henry A. Cross, discussion leader; Lionel De Silva, research director and secretary of the committee; Alma Gault; Chloe P. Reed; Beulah T. Payne; Jennie L. Roehr; Frances K. Higgins.

3. Clinton H. Spaulding, President; Ruth Blanchard (Mrs.), Secretary; Harry V. Beaver; Frank E. Anderson; Lester O. Luce.

Year of Teaching in Inglewood City Schools	Group I	Group II	Group III	Group IV
1		b	b+331	b+551
2		b+81	b+421	b+641
3		b+171	b+521	b+741
Condition		A	B	B
4		b+271	b+631	b+851
5		b+381	b+751	b+971
6		b+501	b+861	b+1101
Condition		A	B	B
7	b+431	b+621	b+1011	b+1231
8	b+551	b+741	b+1141	b+1361
9	b+671	b+861	b+1271	b+1491
Condition		A	B	B
10	b+791	b+981	b+1401	b+1621
11	b+791	b+981	b+1401	b+1621
12	b+791	b+981	b+1401	b+1621
13	b+791	b+981	b+1401	b+1621
14	b+791	b+981	b+1401	b+1621
Condition		C	C	C
15	b+841	b+1031	b+1451	b+1671
16	b+841	b+1031	b+1451	b+1671
17	b+841	b+1031	b+1451	b+1671
18	b+841	b+1031	b+1451	b+1671
19	b+841	b+1031	b+1451	b+1671
Condition		C	C	C
20	b+891	b+1081	b+1501	b+1721
21	b+891	b+1081	b+1501	b+1721
22	b+891	b+1081	b+1501	b+1721
23	b+891	b+1081	b+1501	b+1721
24	b+891	b+1081	b+1501	b+1721
Condition		C	C	C
25	b+941	b+1131	b+1551	b+1771

●The above chart illustrates the working of the Inglewood salary policy

certain conditions must be met as stipulated in the schedule. Certain activities, such as research, travel, attendance upon lecture courses, etc., are accepted as equivalent training.

Grade taught is not used to determine differences in salaries.

"b" (basic salary) is \$1400, and "i" (increment) is \$4.50 for the school year 1934-35.

To illustrate the computation of a regular teacher's salary, a teacher possessing a master's degree who meets the first two conditions for his group and is to teach during the eighth year is entitled to "b" (\$1400) plus 114 "i" (114 times \$4.50) or \$1913.

Positions, carefully defined, are used as another basis for determining differences in salary. Positions and accompanying salaries follow:

1. Regular teacher receives the salary of the schedule.
2. Interpretation teacher receives the salary of regular teacher plus 25i.
3. Research teacher receives the salary of regular teacher plus 12i.
4. Special service teacher receives the basic salary.
5. Assistant teacher receives the basic salary minus \$200.

Adjustment provisions for transfer from one group to another, a "no maximum" provision, provisions for exchange, for sabbatical and other leaves, and other provisions designed

to meet salary situations which might develop are also included.

So far, the salary policy has proved satisfactory not only to teachers and other members of the personnel but to the board of education and to the public as well. Certain situations calling for interpretation have arisen, to the solution of which the policy itself has furnished the key. Certain administrative, supervisory, and business implications have revealed themselves all of which seem to be pointing towards an improvement of the entire school situation.

* * *

Welcome to CTA

WE are now officially affiliated with California Teachers Association. The official action, recommended by your legislative senate at the San Francisco meeting, was completed at the December meeting of California Teachers Association. We will now be entitled to full council membership. This fine contact should make it possible for us to better interpret health, physical education and recreation to the general field of education and to understand more clearly the viewpoints of California educators, to the end that we may better do our part. California Teachers Association has always been ready to help when needed and has rendered invaluable service before the State legislature in behalf of physical education. Working together, there will be a strengthening of both organizations. We pledge our best to California Teachers Association.—Presidents News Letter, California Association of Health, Physical Education and Recreation. Charles H. Hunt, Long Beach, President.

CTA HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1936 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN MARCH ISSUE

Southern Section

As of January 14, 1936

* 1 teacher school

Imperial County: Acacia, Alamitos, Alamo, Andrade, Brawley Union High School, Calexico School District, Calipatria Union High School, Calipatria Elementary Schools, *Colorado, *Elm, Eucalyptus, Heber, Highline, Imperial Elementary Schools, Laguna, Lantana, Meloland, Mesquite Lake, Mount Signal, Mulberry, Niland, North End, *Ogilby, Palmetto, Rose, Silsbee, Sunset Springs, Verde, Westmorland, Westside.

Inyo County: Bishop Union High School.

Los Angeles County: Alhambra—Ramona; Azusa City—Longfellow; Baldwin Park, *Bee, *Bellevue, Bellflower—Los Flores, Ramona, Washington; Beverly Hills—Hawthorne; Bloomfield, Bonita Union High School, Burbank—High School, Emerson, Lincoln, McKinley, Joaquin Miller, Roosevelt, Washington; Carmenita, Citrus Union High School, Claremont School District, Clearwater District, Compton Elementary District, Compton Union High School District—Compton Junior High School, Clearwater Junior High School, Lynwood Junior High School, Wilowbrook Junior High School; Culver City, Del Sur, Downey, El Monte Elementary Schools, El Segundo School District, Enterprise, Esperanza, Excelsior Union High School, *Fairmont, Garvey School District, Glendora, Glendale—Glendale Junior College, Home High School, Cerritos, Edison, Eugene Field, Fremont, Lincoln; Hawthorne School District, Hermosa Beach—North, Prospect, South, Convalescent; Inglewood—Centinella; Jefferson, Keppel, Lancaster, La Verne City, Little Lake, Long Beach—Willard; Los Angeles—Aldama, Alexandria Avenue, Alta Loma, Amelia Street, Amestoy Avenue, Annandale, Barton Hill, Budlong Avenue, Cahuenga, Carpenter Avenue, Cienega, City Terrace, Commonwealth Avenue, Dominguez, Eagle Rock, Fifteenth Street, Fishburn Avenue, Fletcher Drive, Forty-ninth Street, Gardena, Gates Street, Gravois Avenue, Griffin Avenue, Liberty Boulevard, Lockwood Street, Los Feliz, McKinley Home, Melrose Avenue, Meyler Street, Ninety-ninth Street, Ninety-second Street, Paducah, Pinewood Avenue (Plainview Branch), Playa del Rey, Rockdale, Theodore Roosevelt, Seventy-fourth Street, Terminal, Thirty-seventh Street, Toland Way, Topeka Drive, Union Avenue, Van Ness Avenue, Vine Street, Virginia Road, Wadsworth Street, West Athens, Western Avenue, Yorkdale, El Retiro High School;

Los Nietos, Lowell Joint, Lynwood—Wilson; Manhattan, Monrovia Elementary Schools, Montebello School District, *Neenach, Newhall, Norwalk, Palos Verdes Estates, Pasadena—Garfield, U. S. Grant; Pomona—Alcott; Puente Union High School, Ranchito School District, Redondo Elementary District, Rogers, Rosemead, San Dimas, San Gabriel School District, San Marino School District, Santa Monica—Jefferson, Roosevelt; South Pasadena—Junior High School, El Centro, Lincoln Park, Marengo, Oneonta; South Santa Anita, Spadra, Temple, West Whittier, Whittier Union High School, Whittier Elementary District.

Orange County: Anaheim Union High School, Anaheim—Citron, Washington, Mann, La Palma, Lincoln; Brea—Olinda High School, Diamond, El Modena, Fullerton—Chapman Avenue, Ford Avenue; Garden Grove Union High School, Garden Grove—Hoover, Bolsa; Huntington Beach Union High School, Katella, Loara, Magnolia No. 1, Newport Harbor Union High School, Ocean View, Orange Union High School, Orange—Center, Killifer; Placentia—La Jolla, Richfield, Baker Street; San Joaquin (Irvine), Santa Ana City Schools, Savanna, Seal Beach, Stanton, Westminster.

Riverside County: Alamos, Antelope, Beaumont School District, Cabazon, *Cahuilla, Coachella Elementary, Corona—Junior High School, Jefferson, Washington, Norco, Foothill; *Edom, Elsinore Union High School, Elsinore Elementary, El Sobrante, *Ferndale, Frances Stevens, Glenavon, Hemet—Hemet Junior High School, Hemet Elementary, Little Lake, Valle Vista; Idyllwild, Indio, *Jurupa Heights, Lakeview, Menifee, Midland, Moreno, Nuevo, Oasis, Perris High School, Riverside City—Central Junior High School, Chemawa Junior High School, University Heights Junior High School, Bryant, Fremont, Independence, Liberty, Lincoln, Longfellow, Lowell, Magnolia, Palm; San Ignacio, San Jacinto High School, *Santa Rosa, *San Timoteo, Thermal, Union Joint, Valley Center, Val Verde, *Wildomar.

San Bernardino County: Adelanto, Amboy, Barstow Elementary Schools, Big Bear Lake, *Camp Baldy, Colton Union High School, Colton Elementary—Garfield, Lincoln, Roosevelt; Cram—East Highland, Arroyo Verde; Crest Forest, Cucamonga, *Daggett, Del Rosa, *Fairview, *Fallsview, Fontana—Seville, Sierra; *Goffs, *Greenleaf, Highland, Hinkley, *Hodge, *Kelso, *Kramer, *Los Flores, *Ludlow, *Minneola, Morongo, Needles School District, *Oak Glen, Ontario School District, *Pass, Redlands School District, Red Mountain, San Bernardino City—Arrowview Junior High

School, Highland Junior High School, Arrowhead, Burbank, Cajon, Marshall, Meadowbrook, Mount Vernon, Urbita; Terrace, Trona, Twenty-nine Palms High School, Victorville, Yucaipa.

San Diego County: Campo, Chula Vista, Coronado Elementary Schools, *Dehesa, Encinitas, Escondido High School, Julian Union High School, *Miramar, Pomerado, Ramona Union High School, Rancho Santa Fe, *Richland, San Diego—E. R. Snyder Continuation High School, Pacific Beach Junior High School, Balboa, Alice Birney, Brooklyn, L. Burbank, Cabrillo, Central, Chollas, Edison, Emerson, Encanto, Euclid, Florence, B. Franklin, Fremont, Grant, Andrew Jackson, Jefferson, La Jolla, Lincoln, Loma Portal, McKinley, Mission Beach, John Muir, Pacific Beach, Rest Haven, Valley View, Vaulain Home, Washington; San Dieguito, South Bay, Sweetwater Union High School District—Chula Vista Junior High School; Vista, West Fallbrook, San Diego County Office.

Santa Barbara County: *Casmalia, *Drake, Goleta, Lompoc, *Lynden, Montecito, Olive, Santa Barbara City—Garfield, Harding, Jefferson, McKinley, Peabody, Roosevelt, Wilson; Santa Maria Elementary District, *Tepusquet.

Ventura County: Avenue, Bardsdale, Briggs-Olivelihoods, Center, Moorpark Union High School, Mound-Del Mar, Nordhoff, Oxnard Union High School, Oxnard—Wilson; Simi.

Central Coast Section

Monterey County: Aromas, Alisal Union, Arroyo Seco, Bay, Bernabe, Blanco, Buena Vista, Carmelo, Carneros, Chular Union, Del Monte Schools—Seaside School, Del Monte School; Elkhorn, Gonzales Union, Graves, Greenfield Union, Hall, Hames, Hesperia, Indian Valley, Jamesburg, Lagunita, Lake, Langley, Lewis, Marina, Mission Union, Monroe, Monterey—Old Monterey School, Bay View School, Oak Grove School; Moss Landing, Natividad, Pacific Grove Elementary, Pajaro Union, Palo Colorado, Parkfield Union, Pfeiffer, Pleyto, Priest Valley, Prundale, Rich, Salinas City—Roosevelt School; San Antonio Union, San Ardo Union, San Lucas Union, Santa Rita, Seaview, Soledad Union, Somovia, Spreckels, Spring, Springfield, Sur, Sweetwater, Tularcitos Union, Vineyard, Washington Union, Woll, Gonzales Union High School, King City Union High School, Pacific Grove High School.

San Benito County: County Office, Anzar, Ausaymas Joint, Bear Valley, Bitterwater-Tully Union, Cherry Hill, Cienega, Cottonwood, Emmet, Enterprise, Erie, Fairhaven, Fairview, Hollister—Hollister School, Fremont School; Jefferson, Live Oak, New Idria, Olympia, Pacheco, Paicines, Panoche, San Juan Union, San Justo, Santa Ana, Santa Anita, Southside, Topo Emergency,

Tres Pinos, Union, Vineyard, Willow Grove.

Santa Cruz County: County office, Agua Puerca, Alba, Amesti, Aptos Union, Bald Mountain, Ben Lomond, Boulder Creek Union, Brown, Calabasas, Carlton, Casserly, Central, Corralitos Union, Eureka, Felton, Ferndale, Fruitvale, Glenwood, Green Valley, Happy Valley, Hazel Dell, Hester Creek, Highland, Jefferson, Larkin Valley, Laurel, Live Oak, Mountain, Oakdale, Ocean View, Pacific, Pleasant Valley, Railroad, Roache, Rob Roy, San Andreas, San Vicente, Scotts Valley, Seaside, Soquel Union, Valley View, Vine Hill, Zayante, Boulder Creek Union Junior and Senior High School, Santa Cruz City Schools—Bay View Elementary, Branciforte Elementary, Garfield Park Elementary, Gault Elementary, Grant Elementary, Laurel Elementary, Mission Hill Elementary; Watsonville City Schools—J. W. Linscott, W. R. Radcliff, Mintie White; Watsonville Union High; Grammar School.

Santa Cruz City Administrative Department.

San Luis Obispo County: Atascadero, Avila, Bethel, Cambria Union, Canyon, Cayucos, Central, Choice Valley, Corral De Piedra, Creston Union, Cuyama, East Santa Fe, Encinal, Geneseo, Home, Huasna, Laguna, Mountain View, New, Oak Dale, Oak Park, Olmstead, Paso Robles Union—Departmental, Grammar; Pismo, Port, Pozo, Santa Fe, Santa Manuela, Santa Rosa, Shandon Union, Simmler, Someo, Stowe, Summit, Washington, Arroyo Grande Union High, Coast Union High, Atascadero Union High, Paso Robles High, Templeton Union High.—T. S. MacQuiddy, Secretary, Central Coast Section, C. T. A., Watsonville.

* * *

Central Section

Kern County

Annette, Beardsley, Belridge, Buttonwillow Union, Elk Hills, Fairfax, Garlock, Greeley, Indian, Landers, Linns Valley, McKittrick, Maple, Mountain View, Munzer, Old River, Olig, Ordena Migratory, Paleta, Pershing, Pershing-Grapevine, Poplar, Red Rock, Richland, Rockpile, South Fork, Union Avenue, Vineland, Wasco Union, Woody.

Delano Joint Union High, Maricopa High, Taft Union High, Tehachapi Valley Union High, Wasco Union High.

Bakersfield City, Taft City.—Herbert L. Healy, County Superintendent of Schools.

* * *

All of the schools in the Bakersfield Division Unit, C. T. A. Central Section, have a 100% membership. The list of schools is as follows:

Emerson, Fremont, Franklin, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, William Penn, Washington, Williams, Hawthorne, Roosevelt.—Naydine Jeffries, Secretary-Treasurer, Bakersfield Division Unit.

Tulare County

Alta Robles, Alta Vista, Angiola, Ash Springs, Central, Cottonwood, Cutler, Denison, Dinuba Elementary, Earlimart, East Orosi, Elk Bayou, Eshom Valley, Exeter Elementary, Hanby, Lake View, Lovell, Nickerson, Olive, Orosi Elementary, Porterville Elementary, Quincy, Rural, Terra Bella, Tulare Elementary, Visalia Elementary, Waukena, Woodlake Elementary.

Orosi High, Woodlake High.—Clyde E. Hubbs, Deputy County Superintendent of Schools and Secretary of Tulare County Unit.

* * *

Merced County

Elementary Schools: Barfield, Dos Palos, Franklin, Livingston, Merced Colony, Russell, Sunset, Tuttle, Volta and Merced Union. In Merced Union School District all four schools—Galen Clark, John C. Fremont, Joseph Le Conte and John Muir—the teachers are 100% in membership. High Schools: Gustine High, Hilmar High, Le Grand High, Livingston High and Merced High.—C. S. Weaver, County Superintendent of Schools, Merced.

* * *

North Coast Section

Humboldt County: Superintendent's Office.

High Schools—Arcata, Eureka Senior, Eureka Junior, Ferndale, Fortuna.

Elementary Schools—Alton, Arcata, Banner, Blue Lake, Briceland, Buck Mountain, Bucksport, Burr Creek, Cuddeback Union, Cutton, Dyerville, Eel River, Ferndale, Fortuna, Garberville, Georgeson, Holmes, Honeydew, Hoopa Valley, Island, Jacoby Creek, Jones Prairie, Kneeland, Korbel, Little River, Loleta, McCann, McDiarmid, Miranda, Pepperwood, Scotia, Stone Lagoon, Warren Creek, Washington, Worthington. Eureka City Schools.

Mendocino County: Superintendent's Office.

High Schools—Fort Bragg Junior, Fort Bragg Senior, Leggett Valley, Mendocino, Point Arena, Potter Valley, Ukiah, Willits.

Elementary Schools—Calpella, Caspar, Comptche, Counts, Ellison, Fort Bragg Union, Galloway, Garcia, Greenwood, Hansen, Island Mountain, Jackson, Keene, La Rue, Laurel, Little River, Leggett Valley, Mendocino, McKay, McNear, Nashmead, Noyo, Pine Mountain, Potter Valley, Red Hill, Reservation, Signal, Tunnel, Two Rivers, Willits Union, Woods, Pinoleville, Simmerly Emergency.

Trinity County: Elementary Schools—Burnt Ranch, Coffee Creek, Don Juan, Douglas, Island Mountain, Trinity Center, Hoaglin.

* * *

GILROY Public Schools and High School for the past three years have been 100% in membership in the C. T. A.—Roy E. Simpson, District Superintendent of Schools, Gilroy.

Bay Section

Alameda County: All schools 100%: Haight, Lincoln, Longfellow, Mastick, Porter, Sadler, Versailles, Washington, Alameda High School.

Piedmont: All schools 100%: Egbert W. Beach, Frank C. Havens, Wildwood, Piedmont High School.

Albany: Cornell, Marin.

* * *

Northern Section

Alpine County: Webster, Clay and Lincoln.

Amador County: Jackson and Sutter Creek High.

Butte County: Bangor Union, Berry Creek, Bidwell, Big Bar Emergency, Cherokee, Clipper Mills, Durham Elementary, East Gridley, Floral, Forest, Forest Emergency; Gridley—Woodrow Wilson, McKinley; Honcut, Kings, Laingland, Coonsaw Emergency, Lone Tree, Magalia, Messilla Valley, Mooretown, Morris Ravine; Oroville—Bird Street, East Side; Richvale, River, Brush Creek Emergency, Shasta Union, Union, West Liberty, Wyandotte, Biggs Union High, Gridly Union High.

Colusa County: Antelope, Black Mountain, Boggs, Butte Creek, Cachil Dehe, Central, Williams Elementary, Glen Valley, Indian Valley, Grand Island, Johns, Maxwell Elementary, Pierce Elementary, Spring Valley, Pierce High.

El Dorado County: Blairs, Brandon, Buckeye, Carson Creek Joint, Cave Valley, Cold Springs, Coloma, Coon Hollow, Fairplay, Garden Valley, Georgetown, Gold Hill, Green Valley, Greenwood, Kelsey, Lake Valley, Latrobe, Mountain, Mount Aukum, Nashville, Negro Hill, Oak Hill, Penobscot, Pilot Hill, Pino Grande, Placerville, River, Sly Park, Springvale, Tennessee, Union, El Dorado County High School.

Glenn County: Black Butte, Chrome, Edison, Elk Creek Union, Elk Creek High School, Emigrant, Fruto, German, Glenn, Grapevine, Liberty, Lincoln Union, Ord, Orland Union, Orland Joint High School, Plaza, Union, Walnut Grove, Willows Union, Willows High School.

Lassen County: Amedee, Ash Valley, Bieber, Bridgeport, Butte, Center, Constantia, Dixie Valley, Eagles Lake, Fairview, Honey Lake, Jonesville, Johnstonville, Juniper, Lake, Lassen Union High, Long Valley, Madeline, Milford, Missouri Bend, Pioneer, Pitt River, Providence, Ravendale, Richmond, Riverside, Secret Valley, Soldier Bridge, Susanville Elementary Schools, Standish, Washington, Westwood High School, Westwood Elementary Schools, Willow Creek.

Modoc County: Alpine, Arlington, Big Valley Elementary, Big Valley Joint Union High Schools, Butte, Carr, Clover Swale, Crook, Davis Creek, Forty-Nine, Grandview, Jess Valley, Lake City, Modoc Elementary Union High School, Nevada,

(Please turn to Page 37)



STAGE SETS BY STUDENTS

ABOVE is a photograph of students painting a scene used as a stage set for the annual jamboree of Lompoc Union High School. This set was designed and directed by students, under direction of Mary Elisabeth Bucher, head of the Art Department, and constructed by a stage crew supervised by Elmer Garrison.

One-half of the entire student body had some part in the entertainment, which consisted of 16 diversified acts. Included was a Japanese fashion show, tap dancing, a minstrel show, piano solos, a junior high school play and a football "follies."

The educational benefits derived from such a community project were of great importance. Those students who did not make a public appearance were used to great advantage on electric-light crews, calling, make-up, decorating and ushering.

Myrtle Gustafson, instructor in English, Claremont Junior High School, Oakland, has been appointed as one of the national representatives of National Council of Teachers of English on the staff of the English Journal. Miss Gustafson is the president of the Northern California Association of Teachers of English and was a delegate to the Council Convention in Indianapolis at Thanksgiving time.

* * *

Mrs. M. Ainsworth has recently been appointed to represent Northern California on the public relations committee of National Council of Teachers of English. Mrs. Ainsworth is supervisor of English in the junior high schools of San Francisco.

* * *

COMMUNITY CHORUS

*Orion Bebermeyer
District Superintendent
Westminster School District
Orange County*

OUR Community Chorus of 40 voices, which is sponsored by the parent teachers association under school supervision, has helped to create worthwhile recreation for the adults in our school district.

It has provided excellent publicity for the school and community during the past three years. Inasmuch as our group is made up of teachers, physicians, grocers, lumbermen, plumbers, ministers, cobblers, editors, farmers, dairymen, housewives, dry-cleaners, and representatives from various other walks of life, it provides an ex-

cellent medium of bringing the school and community into close relationship.

The rehearsals are held once each week under faculty direction in the school auditorium. Most of the music is for four-part mixed voices. Some attention is given to music for male choruses, male quartets, choruses for ladies, sextettes for ladies, and instrumental numbers.

Our weekly meetings culminate in the rendition of a miscellaneous musical program for the public. Each year we appear in concert several times in our own district and also several times in surrounding vicinities. Music is provided from the proceeds of the several concerts given.

The chorus members look forward to the rehearsals and concerts because worthwhile recreation and musical training is derived therefrom. The benefit the school receives from this public-relations contact is great.

State Superintendent Vierling Kersey plans that the state department of public education shall add courses in safe driving and traffic safety to the school curriculum.

"It is a shocking but factual statement," Superintendent Kersey said when announcing the plan recently, "that one out of every three children in California is destined to be killed or injured in a motor vehicle accident before the end of his normal life span—unless drastic action is taken to reduce the present accident ratio." — San Bernardino Telegram.

* * *

Thirty-four Years

J. D. Sweeney of Red Bluff, treasurer, California Teachers Association, Northern Section, has held that important office for 34 consecutive years and recently was re-elected for another two years. Mr. Sweeney is chairman of Tehama County historical committee and treasurer of the county Sunday-School association.

Mr. Sweeney was a former president of the Northern Section and is the only survivor of the original organizers. He is Tehama County Red Cross chairman.

VALLEY DEBATE ACTIVITIES

J. B. Vasche, Oakdale Union High School

CENTRAL California High School Public Speaking League is enjoying one of the most successful years in its long history. The league is witnessing with much gratification an increasing interest in all of its forensic activities.

The fall debate schedule was based upon the subject, "Resolved, that the Federal government should own and operate all electric power utilities," while in the spring the question of Socialized Medicine is to lie basic to inter-school debate competition. Each school in the league participates in eight league debates during the year—two double debates upon each of the above-named questions.

At the end of the regular schedule in March the official standings of the various schools is enumerated, and the school highest in this ranking is awarded the championship trophy. The league this year is planning to finance officially, for the first time, the entry of the championship squad in the University of Redlands tournament.

Extemporaneous Contest

In addition to inter-school debating, the league sponsors annually an extemporaneous contest in December and an oratorical contest in May. Certain definite rules have been set up for the conduct of these contests, and the winner in each case is representative of the best the league has to offer.

The annual extemporaneous contest was held this year at Modesto High School on Friday evening, December 6, before a large and enthusiastic audience. The Modesto High School band, directed by Frank Mancini, opened the program in fitting style. Music and dramatic numbers by Modesto, Turlock, and Oakdale High Schools added entertainment and interest to the activities of the evening. First place in the contest went to Beatrice Brinkley of Modesto High School who spoke upon "The Life of Mark Twain." Bill Ramsey of Tracy High School was awarded second place with his speech upon "Lotteries as a Source of Gov-

ernment Revenue." Honorable mention was awarded Guernsey Appling of Oakdale High School who spoke upon "Progress and the Constitution."

Coaches and contestants are looking forward to the spring oratorical contest which is to be held on Friday evening, May 8, 1936. At that time representative orators from the various member schools will meet and contest for the oratorical championship.

THE league is now considering the broadening of its program this spring to include freshman-sophomore debating. Tentative plans were recently made by the league directors to add this form of participation as a regular league function. Member schools have accepted the suggestion enthusiastically, and this coming April should see undertaken this section's first regularly-scheduled inter-school freshman-sophomore debate program. Federal radio control has been suggested as the first debate subject for this group.

The Central California High School Public Speaking League is composed of Modesto, the defending league debate champions; Ripon, winner of the San Joaquin Valley debate tournament title at Fresno State College last spring; Turlock, Livingston, Ceres, Tracy, Lodi, and the newest league member, Oakdale. Fresno and Bakersfield High Schools, long members of the league, are not actively participating this year due to the traveling involved. League officers at the present time are: Robert Rees, Turlock High School, president; and Stanley Sessions, Ceres High School, secretary-treasurer.

* * *

Compulsory School Attendance Laws and Their Administration is a recent bulletin of the U. S. Office of Education. Its 100 pages give a detailed and comprehensive survey of compulsory school laws in the several states and their administration. With the alarming and ever-rising tide of child labor and the ruthless exploitation of children which still continues as a cancer in our economic system, compulsory school laws are particularly important.



ALTHOUGH there are about 455,000 live English words, 43 are repeated so often that they comprise half of the total number of words written and spoken in this language. Shall we send you this interesting list?

EASY supplementary reading for beginners is always a problem. Solve it in a new way with the **EVERYDAY LIFE PRE-PRIMER**, by Ethel Maltby Gehres, author of **EVERYDAY LIFE PRIMER** and **WAG—A FRIENDLY DOG**. Like its predecessors, this new pre-primer is illustrated with action photographs of real children and animals; is rich in social studies material, and is low in price (\$0.16 in paper, \$0.32 in cloth, less school discount).



Congratulations will be in order (we hope), when the new arrival in the Winston family is announced at the meeting of the N.E.A. in St. Louis. Be sure to visit the Winston exhibit, Booths C-9-11-13-15-17-19.

FIRST in literacy among the 75 chief cities of the U. S. is Salt Lake City.

"INTEREST in first-year Book-keeping has never been as high as this year," wrote John R. Barnes, Principal, Grosse Pointe High School (Michigan). The reason—**BOOKKEEPING FOR IMMEDIATE USE**, Book I, by Kirk, Odell, and Street. Book II now ready; also two sets of tests for Book I.

SOME great world cities are smaller at the present time than in past centuries. For example, Rome has fewer citizens today than it had 2,000 years ago.

NEW informational books, magnificently illustrated in color, for the reading tables in Grades 1 to 3—**THE STORY BOOKS OF WHEELS, SHIPS, TRAINS, and AIRCRAFT**, by Maud and Miska Peterham, at a new low list price, 52 cents.



Shortest sound in music has the longest spelling. It is the one-sixty-fourth note, or the hemidemisemiquaver.

SMALL indeed is the real solid matter in a human being, because his atoms are as porous as the solar system! If all his unfilled space could be removed, and his electrons and protons rolled together, the resulting lump would be hardly visible to the naked eye. . . . A fact of no practical value, even to those who are reducing. **USEFUL SCIENCE**, on the other hand, a three-book series for Grades 7, 8, and 9, presents the basic facts of science which, in this industrial and scientific age, are important to every citizen.

The JOHN C. **WINSTON** COMPANY
WINSTON BLDG. • PHILADELPHIA PA.
CHICAGO ATLANTA DALLAS SAN FRANCISCO

EARLY CHILDHOOD

Edith M. Leonard, Director, School of Early Childhood Education
State College, Santa Barbara

DURING the present cataclysmic upheaval when educational hysteria has threatened to tear down the work of years, open attacks have been made upon kindergarten education. Opponents of this important phase of education have charged that kindergarten training "unfitted the children for the serious business of school which was to come," and declared that this was an excellent place to curtail expenditures.

How diametrically opposed to the convictions of thinking and informed persons such as Dr. William Root of the University of Pittsburgh, who said, "I would justify the kindergarten if only for the brimming cup of pure joy it brings to hundreds of thousands of little children, and for the enrichment of concepts it brings to the vital job of living childhood exuberantly and efficiently and in all its fulness."

Froebel said, "We can do in the early years things with a touch as light as a feather which later cannot be done with the pressure of a hundred weight."

Open More Kindergartens

Undoubtedly the same thought was in the mind of a certain brass-buttoned guardian of the peace who once remarked, "If we could only open more kindergartens we could almost shut up the penitentiaries!" Although this statement may be giving the kindergarten too much credit, there is no doubt that many of the failures in adult life, many of the poor adjustments made by individuals to their environments, are due to faulty training or a lack of opportunity for self-expression and self-development in the early years of childhood.

Since the kindergarten is bound by no rigid requirements in subject matter and skill, it is free to center its entire attention upon the individual child, to study his emotional, physical, intellectual and social needs, and to aid him in his adjustment to group living. It is here that the child learns his first lessons of civic obligations and opportunities. He learns to react natur-

ally, improvement being measured in terms of doing rather than in passive goodness.

A mother once asked a kindergarten teacher, "What can you give my child that I cannot give him?" The teacher replied, "I cannot give him anything that you can't, but there are thirty other children in the kindergarten who can."

As one of our outstanding educators has said, "When we realize that it is not the control of the child by the teacher that counts, but the control of the child himself, when we recognize that it is not how much the child learns, but rather the motive under which he learns, when we recognize that each child must build on his own individual foundation and that the most precious inheritances are initiative and independence, when we recognize that group life at four or five is essential for rooting out selfishness, when we, the people, recognize all of these things, we shall be using the Kindergarten everywhere and be wondering at our stupidity in not using it sooner." What, then, has been the contribution of the Santa Barbara State College to this ideal of education for little children?

Many years ago we began our campaign for a kindergarten-primary department in connection with our college. We knew that the age level which compasses kindergarten, first, second, and third grades, is so vitally important to the development of young America that students who aspire to this field need special training and experience. Furthermore, work with little children, whether in home, school, or community, demands a strong, vivacious personality, imbued with that delightful play spirit which makes it possible for one to live in the child's world—to be childlike, but not childish.

IN the month of February, 1932, at the beginning of our spring semester, this long-cherished dream of a department whose mission it would be to train teachers for kindergarten and grades one to three, materialized and

our kindergarten-primary baby was born. She was a true depression baby whose very right of existence, in the face of curtailed finances, was questioned. Kindergartens everywhere were exercising every effort to educate an aroused negative public sentiment to the vital significance of a year of kindergarten training for all the children of all the people. It was imperative that our baby join with them. She met the challenge enthusiastically and took as her motto:

*Got any rivers they say are uncrossable?
Got any mountains they say you can't
tunnel through?
We specialize in the wholly impossible
Doing the things they say you can't do.*

With the approval and co-operation of the administration a program of varied activities was initiated which would expose the public to the value of kindergarten education. Among other things kindergarten day was proclaimed wherein the college day started off with an Assembly Program, by the members of this group, to which the public was invited and urged to attend. The purpose of this entertainment was to imprint upon the minds of the audience a permanent understanding and appreciation of kindergarten education. This was followed by informative and entertaining why kindergarten? skits presented before civic audiences in several nearby communities. The day closed with a radio broadcast over the local station in which the work of the kindergarten was expounded. These programs emphasized the definite and tangible accomplishments of the kindergarten.

Eta Chapter

The next goal of this new baby was to be recognized by Delta Phi Upsilon, national honorary fraternity of early childhood education. Everyone discouraged effort in this field as an impossible ambition for so young a child. However, after a year of strenuous effort to prove her worth, she was rewarded by the installation of Eta chapter of this great fraternity.

Just last year another "blessed event" occurred in this family, which was the extension of the curriculum to include nursery education training. It

is now possible to train our students for the entire school of early childhood education. This achievement makes our institution one of the few centers for this training in the State, and was made possible at this time through the efforts of President Phelps and the co-operation of the Emergency Education Program.

The fears of our cautious public who trembled lest kindergarten teachers were to be trained and turned loose upon society with no positions available have been quelled with the following facts of which we are justly proud:

In the three and one-half years since the department was organized our graduates have made an almost unbelievable record in securing positions. All of the 26 graduates have been placed in teaching positions with the exception of three. Of these three, one went on to Stanford University Business School and is now in the business world, another has taken her master's degree in social service work and is making an outstanding contribution in this field, the third is demonstrating the effectiveness of her kindergarten training in a home of her own.

We have had, of course, no report as yet, on graduates who have just this fall joined the professional rank of teachers, but up to last spring not one of our people in service was given less than a B or Good rating from their various superintendents.

* * *

Your Abilities

IF a man is a good vote getter, is he necessarily a good executive? Dr. Robert S. Ellis, Pomona College professor of psychology, declares that he is not necessarily, but that psychology would indicate that he might be. Ellis bases his conclusions on statistics which he has compiled during a six-year specialized study of correlation of abilities.

In general a man good in one field of endeavor is above average in other fields, Dr. Ellis points out. "But oftentimes," the Pomona professor declares, "a person remarkably superior in one field can be just as remarkably inferior in others."

For six years Dr. Ellis has given psychological, interest, personality and physical tests to freshmen and other students at Pomona College. His tests show that the college athlete of more than ordinary ability in football usually has talents above average in intellectual pursuits as well.

WE PLEDGE ALLEGIANCE

WE pledge anew allegiance to our country and re-assert our faith in the institutions of American democracy and the principles underlying them. We re-emphasize our determination to insure the perpetuation of these institutions and principles and shall oppose any group which seeks by other than constitutional methods to destroy them. We believe that education is the best means of counteracting influences subversive of these principles.—Resolution, C. T. A. Bay Section.

National Recreation Association

NATIONAL Recreation Association, formerly Playground and Recreation Association of America, organized in 1906, passes its 30th milestone this year. The organizing group met with President Theodore Roosevelt at the White House in 1906. Among the early leaders, in addition to Theodore Roosevelt, were Jacob Riis, Jane Adams and Joseph Lee.

The national association, operating as a non-profit, educational and service agency, continually advocates that every child in America shall have a chance to play and that everyone in America, young or old, shall have an opportunity to find the best and most satisfying use of leisure time, particularly through creative activity.

In June, 1910, Joseph Lee accepted election as president of the association and for all but four years of the association's history, he has been its president and leader. As a layman, a public spirited citizen, an educator and a thinker, he has for a quarter of a century, without thought of himself, labored unceasingly for the national recreation movement. Working hand in hand with Joseph Lee through the years has been Howard S. Braucher, the association's executive secretary.

The association's regional institute conference, to be held at Long Beach, April 1-3, 1936, will be developed so as to be a fitting recognition of the 30 years of service by the association.

Major George W. Braden, the association's western representative, is this year completing 15 years of service for the national association, and 35 years of humanitarian and civic service.

* * *

In California, elementary school enrollment is less by 14,000 in 1935-36 than it was in 1932, but the whole population of the state has in that time gained 500,000.—San Fernando Sun.

* * *

The national extra-curricular magazine, School Activities, is published in Topeka, Kansas, and is now in its seventh volume; C. R. Van Nice is managing editor.

Progress in California Schools

ABROAD 1936 educational program in California, embracing instruction in temperance, safety, world peace and governmental service was formulated at a recent meeting of the state board of education in Sacramento.

The board members discussed the development of a 1937 legislative program and heard a report by Superintendent of Public Instruction Vierling Kersey on organization and control of education, taxation and federal-state relationships.

For the first time, the schools of California will assume the responsibility of a definite course of training for Governmental Service.

"People expect public service to develop along professional lines," said Kersey. "The department of education proposes to initiate a program of instruction in the junior colleges and high schools to train people for posts in Governmental Service, including the elective public offices."

The state school chief said:

"The American people are peace loving, but it is equally true they intensely resent oppression in any form. We should have peace founded upon America's ready and able protection of herself, and upon America's determination to join in stamping out oppression wherever it may be found. Teachers may radiate an attitude of goodwill and confidence in institutions other than those of war and combat as the way to settle problems."

He also called upon the teachers of the state to urge protection of the constitution, asking them to:

Support it, defend it, maintain and improve it.—Sacramento Bee.

* * *

Advances in state child-labor legislation during 1935 appear pitifully meager as against the increases in actual employment of children, according to Information Service, a weekly research bulletin issued by the department of research and education, Federal Council, Churches of Christ in America, 105 East 22nd Street, New York City.

PUPIL-TEACHER CRITICISM: A BEGINNING

Ernest C. Steele, Teacher, Belvedere Junior High School, Los Angeles

IT is the last week of school. Wednesday. Yesterday the pupils carried their promotion cards on which the teachers recorded grades for the semester's work. All texts have been returned to the book-room. The library has been closed since early last week. From now until Friday, when pupils are to be turned loose for the summer, the teacher is left almost entirely on her own resources to provide what the final bulletin from the principal's office designates as constructive work for the pupils.

Over a period of seven semesters I have been experimenting with an idea along this line. To me the results are very encouraging. When my pupils come to their classes on this Wednesday they are greeted with somewhat of a surprise. At the beginning of each period I make the following announcement:

The Class Is Invited

"For the past 20 weeks every activity carried on in this class has been for your benefit. It is true that I have learned a great deal. I trust that I am a better teacher because of the experience I have gained during the semester which is about to close. My first duty has always been to help you in your efforts to become educated boys and girls. Now, I am going to give you a very unusual assignment. I believe that for one period, at least, pupils should be willing to give their attention and effort for the good of their teacher. Your teacher has been giving you grades on your work all semester; today you will be given an opportunity to grade your teacher for his work in this class during the past 20 weeks! You will be given paper on which to write the grade you think I justly deserve. You may also write anything you wish in the way of criticism or suggestion. And— isn't this encouraging?—you are requested not to sign your names to your papers!"

Interest? Motivation? More than enough! Pupils are anxious to begin at once. I explain to them that some preliminary discussion will be necessary before they can possibly complete a project in judging to which they can later point with pride.

Pupils are highly gratified to be informed that, with certain reservations, they are better prepared to grade teachers than supervisors and principals, especially after they have had some instruction and done some serious thinking on the subject. Pupils spend days and weeks with their teachers under normal conditions, while supervisors and principals come in only occasionally—often to find the environment, activities and atmosphere far from normal.

During the informal discussion which follows pupils express their ideas freely. As each quality or characteristic of a good teacher is named and described I write it on the board. In a remarkably short time we have a long and imposing list. The following representative collection is a contribution from the members of a B8 history class:

Interest, patience, understanding, fairness, knowledge of subject, general knowledge, impartiality, appearance, ability to explain, example, interest, class spirit, strict but not too strict, confidence, no sarcasm, no sneaking up, don't talk about yourself.

Great Seriousness

By the time this step is completed the pupils have come to a realization that they have an important task to perform. They look forward to its accomplishment with great seriousness of purpose. I instruct the pupils to give me a grade on each of the characteristics they have named, but I emphasize the fact that constructive criticism and original suggestions will

be much more interesting and valuable than grades alone.

During the past 3½ years approximately 850 pupils have written criticisms and suggestions. From this number I salvaged 275 which I count worthy of consideration and it is from these that the following quotations were selected. They represent the best that my pupils had to offer.

"If you would not be so strict the classes would not be so bad. As it is, the classes take a lot of time trying to make trouble just to see if you get mad. You should not speak so high-classed because that makes the pupils think themselves unfit to associate with you and hence they shrink from what you are trying to teach. Yours till I die."

"I think you are a square and even teacher. Specially how strict you were about me when I wasn't studying. Any way I learned something about grammar."

"You are a pretty good teacher in the matter of class management because you make us be good the way you talk to us. When you want us to be quiet you don't scold us; you just tell us a story or something and make us understand. I think you should give little harder work."

You Were Strict

"You are just like the teacher you told the class that was strict. I have learned so many things in English which I never even heard about. At the first of the term the work was a little hard for me but I gradually came up. You are not too strict but just right and you are hardly ever with a frown. You are always skill in explaining to me. The assignments you give to me are just right. The first examination that you gave for the first ten weeks was very difficult to me but the second ten weeks it was awful easy. You were fair in grading. You come to school looking clean, nice dressing, and a smile on your face."

"I believe that you have excellent qualities as a teacher. You are fair and as far as I can judge do not have any particular favorites. I think you could do a great deal better if your classes took a little more interest. I cannot say whether it is your fault or theirs but this class has been the duller and easiest class I have ever had the privilege of being in. Aside from this I have found you always willing to give explanations that I really understand."

"I think that it is a very good idea of yours to have a question on the board every morning, because you don't have to make the class dislike you by calling them to order. Your class gets to work quicker and quieter than any class I have ever been in."

"To improve your teaching you must improve your skill in explaining and grade more carefully. You have been very kind,

(Please turn to Page 43)

WHAT SHALL THE PUPILS WRITE?

Raymond Gruner, Teacher Eighth Grade, Huntington Beach Elementary School



● Eighth grade pupils at Huntington Beach Elementary School who participated in short story writing.

"I CAN'T think of anything to write." How very often the English teacher has heard this uttered by despairing pupils on composition day. This report describes how the Seventh Grade boys and girls in the Huntington Beach Elementary School solved this problem by making the counter proposal, "May I write a story?"

The following paragraphs present a summary of principles and their application that may prove of value to the teacher who would inaugurate a similar program of short story writing.

1. At no time did the instructor designate the exact title or prescribe a definite length for any story. In addition to permitting an unlimited range of subject-matter, this freedom provided for individual differences and served as a medium for the joyous self-expression of creative childhood.

2. Consequently, the children produced plots they liked. The antics of their pets, their delightful experiences, thrilling adventures, and other treasured memories appeared in descriptive and fiction-like arrangements.

3. That their hearts were in their work served as an incentive for them to produce the best story possible. They were more careful in the usage of language and composition techniques. They became more thought-

ful in the selection of attractive titles and in the writing of interest-arousing beginnings and effective conclusions.

4. This procedure afforded ample opportunities for integration with

other subjects and necessitated a certain amount of independent study.

The next problem is to consider the children's own application of these principles by quoting from their stories, the themes of which ranged from athletics, nature study, and humor to patriotism and religion.

Allan, interested in pole vaulting, penned this climax for his track meet narrative: "As he prepared to dash down the runway for the final leap, Ned muttered to himself, 'I must win. I can't fail now!' On his last jump, Ned tried harder than any other time in his life. He made it! He had cleared the bar by an inch!"

Oliver, a lover of marine life, wrote: "Porky was a long, slender fish with a skin like rubber. Everywhere he swam, he was always in danger of his enemies. He was a tender morsel for a shark or octopus. His only means of escape was by fast swimming. This was a sure protection until he found an enemy who could swim faster than he."

"All On Account of a Girl" is Marian's portrayal of a school-room dis-

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in point of view, material, and treatment. Dramatic, interest-compelling stories about the universe . . . strange peoples in many parts of the world . . . communities, large and small, and other subjects in a challenging new course for grades 3-6, picturing man's social development. An activity program in accompanying Workbooks.

Ginn and Company

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order—a situation that might occur in any class with the teacher and pupils as the participants. Consider her opening sentence:

"Thomas," called Miss Mathews (very often known as "Crab Apple" behind her back). "Please stand up and tell the class who was the first Englishman to sail around the world."

Tommy never answered for his pet frog, Oscar, gave a mighty croak and leaped from his master's pocket. After describing the resulting panic, Marian ended the story as Mary Jane McDonald, the Sixth Grade girl who had dared Tommy to bring Oscar to school, came to apologize. He only spurned the peace offer, muttering to his frog:

"Gee! We're in a heck of a mess, Oscar. It's all happened on account of Mary Jane. What kin a feller expect of a girl anyway? Oh, well, we showed her we ain't scared of old 'Crab Apple,' didn't we?"

Other children correlated their story writing with social science assignments. Previous to writing the diary of a "Forty-Niner," a girl first studied the geography and the historical lore of the old trails. Jane did research work in history and government before she completed the story that began in this manner:

"Johnny Thompson was looking at his civics book. But what was on the page didn't soak through Johnny's head. He was day-dreaming. That was his worst habit.

"In his dream he was carried back to Independence Hall in Philadelphia in May, 1787. George Washington was addressing the delegates: 'Gentlemen, we are here to discuss the Articles of Confederation.'"

Three Stood Staring

Another Marian, after studying the Biblical presentation of the Nativity, wrote about the young shepherds who searched for the Christ Child:

"The three stood staring at the brightening sky. Faintly in the distance they heard music, sweet and reverent. Then they heard voices softly singing a beautiful hymn. A light appeared; it grew brighter and brighter. It looked as if all the stars

in the heavens had come together in one great mass.

"Ali, Ezra, and Jacob dropped to their knees too frightened to speak. An Angel of the Lord dressed in shining garments appeared, saying:

"Fear not, I bring you good tidings of great joy. For unto you is born this day in the City of David a Saviour, which is Christ the Lord."

The art teacher correlated her work with the English teacher, so that the story writers produced illustrations to accompany their literary efforts. Such a program has dramatic possibilities; for the five children whose work has been quoted rendered these stories before the local Rotary Club as readings.

Art and English Correlate

What then is the role of the teacher who assents to the children's requests, "May I write a story?"

The answer is chiefly that of a sympathetic counselor.* By judicious guidance the instructor can make the children realize that their everyday experiences are worth while—that the way to write interestingly and effectively is to talk about the things that

*During the present school year, these pupils, now Eighth Graders, have arranged their stories as plays which have been presented during assembly periods. For the past two years Dr. Edwin D. Starbuck of the University of Southern California has rendered constructive criticism and inspiring guidance to the children participating in this project.

are nearest at hand and with which they are most familiar. It also affords the instructor an opportunity to search for and develop to the fullest capacity childhood's priceless possession—the ability to create that which is wholesome, noble, and beautiful.

* * *

Peters Family

PETERS FAMILY, by Paul R. Hanna, Genevieve Anderson, and William S. Gray, introduces a new unit in the Curriculum Foundation Series (Everyday-Life Stories). More than 100 illustrations in full color. 6 by 8 inches, 96 pages, cloth. 56 cents list price. Scott, Foresman and Company. In advance notices of this book, President Foresman of Scott, Foresman and Company was quoted as saying, "I feel that Peters Family is the most significant book we have published since Number Stories, Book One, which launched the Curriculum Foundation Series."

Future developments of the social studies program, of which this is the first book, must bear out such a strong statement, but this little book has a significance in its own right far out of proportion to its size.

Peters Family, according to the publishers, has three main purposes. 1. To provide organized experiences in the social studies field as early as possible in first grade. 2. To provide very simple supplementary reading at the primer level. 3. To introduce the child to the reading of informational material.

It uses material which is familiar to the child to open up some new social understandings and to build such desirable attitudes as co-operation, cheerfulness, sharing in work, disappointments, and pleasures.

PUBLIC Schools Week will be observed throughout California for the 17th consecutive year, beginning Monday, April 27. Community groups and school people throughout the state have already begun their arrangements for this distinctive California observance in behalf of Public Education.

It is the province of the school people to determine the nature of, and to furnish, the school-programs to be presented; to provide exhibits of school-work; to receive visitors and to attend to matters of that sort. They are not to be expected (except in very tiny communities where there is no civic organization of any sort) to entirely arrange for, and take entire charge of, an observance. Nor is it desirable that they should do so. That is the duty of the local committee of arrangements which will naturally be the nucleus and which should include representatives of such civic organizations as there are in the community.

Charles Albert Adams is general chairman of the State Committee, 785 Market Street, San Francisco.

Modern Schools *everywhere* are stressing *Daily Drills in* GUM MASSAGE!



Class drills in gum massage now are part of the regular curriculum in thousands of American schools, starting children towards a lifetime of sound teeth and healthy gums.



Today's menus of soft, creamy foods rob gums of health-giving exercise and stimulation.



At home, before a mirror, children see how light pressure on the gums drives away sluggish blood, to be replaced by a fresh supply.

MODERN educators are keenly aware that the lessons children learn best are the lessons that interest them the most.

And as a vital help in teaching oral hygiene, thousands of teachers are stressing daily class drills in gum massage. For not only do these instructive drills hold the children's interest, but they give them a splendid start toward a lifetime of sound, white teeth and firm, healthy gums.

The reason for gum massage is simple. As any dentist will tell you, our daily diet of soft, creamy foods robs our gums of health-giving exercise. And lacking work to do, gums become flabby, weak. They tend to bleed. "Pink tooth brush" appears—a warning that gums are in an unhealthy condition. Ignored, "pink tooth brush" may lead to more serious gum disorders, such as gingivitis, Vincent's disease, even pyorrhea.

To combat "pink tooth brush," to keep gums firm and healthy, modern dentists urge regular gum massage to supply the

exercise and stimulation that gums must have. Give your pupils the benefits of daily gum massage drills. The classroom method is to place the index finger—representing the tooth brush—on the *outside* of the jaw, and rotating the finger from the base of the gums toward the teeth.

As an aid to the massage, Ipana Tooth Paste is recommended. For not only does Ipana keep teeth clean and sparkling white, but it is also especially designed to aid the massage in toning the gums.

Use Ipana yourself. Every time you clean your teeth with it, rub a little extra Ipana into your gums. Almost at once you'll notice a new whiteness to your teeth, a fresh, healthy tingle in your gums. Continue with this treatment, and you'll have a minimum of worry about "pink tooth brush." But Ipana or no, every educator now has the opportunity to spread the doctrine of better teeth and healthier gums by teaching children the habit of gum massage. Remember: A good tooth paste, like a good dentist, is never a luxury.



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Classroom Teachers

President Mary C. Ralls of the N. E. A. Department of Classroom Teachers has appointed the following teachers as members of its committee on the tenth yearbook: Mrs. Myrtle Hooper Dahl, Minneapolis, chairman; Robert W. Clark, Philadelphia; Miriam D. Eisner, San Francisco; Edna Greene, Kansas City; Hilda Maehling, Terre Haute.

Every driver of a motor-car should resolve to take an active interest in reducing California's appalling growth of traffic accidents. The results will be astonishing in a year from now if every motorist drives carefully and soberly.—Lakeport Bee.

Affection exerts an influence in moulding character which cannot be ignored by those who place their faith in the efficiency of organized training by the state.—Burlingame Advance-Star.

Secondary School Standards

More than 700 collaborators in all parts of the country have co-operated in the evaluation and constructive criticism of checklists developed during the past three months by the Committee on the Co-operative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

A series of six meetings of the general committee of 21 members (representing the six regional associations of colleges and secondary schools of the country) will be held in St. Louis the week preceding the meeting of the N. E. A. Department of Superintendence.

* * *

J. J. Berry, veteran superintendent, Oakdale Union Grammar School district, was recently elected to head two most important organizations in his community—Oakdale Chamber of Commerce and Oakdale Dinner Club. Mr. Berry has been an ardent worker upon behalf of all community and professional activities, and these elections in part express the appreciation which the people of Oakdale hold for him. A staunch supporter of the C. T. A., his school has maintained a 100% membership record for many years.

* * *

Lewis S. Deasy, supervisor of industrial arts for Santa Clara County rural schools, has been appointed general chairman of the annual Hobby Fair which is to be held in San Jose this coming May. The fair is sponsored by the Junior Chamber of Commerce and is one of the first events scheduled to take place in the new civic auditorium. Deasy, who has been an active worker in civic and professional circles in Santa Clara County, has appointed many teachers to assist in developing the project. A past president of Santa Clara County Teachers Association, Thomas P. Ryan, superintendent of Alum Rock union school district, is president of the Junior Chamber of Commerce this year.

* * *

Northern San Joaquin Secondary Schools Council, made up of high school principals of San Joaquin and Stanislaus counties, is enjoying one of its most successful years. Regular dinner meetings of the council are held upon the third Thursdays of each month in Modesto. The program for the January meeting was directed by Robert Reed of Linden High School, and followed the theme Promotion of Physical and Mental Health of Adolescents. Oliver E. Brown, principal of Orestimba Union High School, Newman, is chairman of the council this year.

* * *

Stanislaus County schools co-operated with the Yosemite Council Boy Scouts in bringing Admiral Byrd to Modesto on Monday, January 20, for his first public appearance in California this year.

WHEATLAND'S NEW SCHOOL

M. Ray Hüh, Principal, Wheatland High School

JUST another little country school, but attracting state-wide attention, is the new elementary school serving the agricultural area around Wheatland, in Yuba County.

It is a country school in every respect but it is proud of a long list of modern features that many city schools still lack. The building comprises five large, well-equipped classrooms, school office, library, teachers rooms, nurses room, kitchen and sewing room, and an auditorium fitted up for stage productions, talking pictures and radio programs. The talking-picture projector was given to the school by the local P. T. A.

Taking his cue from the buildings at the Chicago World's Fair, architect George C. Sellon of Sacramento, designed a building ultra-modern in appearance and extremely practical in actual use. The auditorium is the center of the school. Four of the classrooms form wings from each of the four corners. One classroom is directly behind the auditorium. Thus the classrooms are in such a position that they all get light from the same direction and only from one side of the room.

Better Illumination

Each room has the same amount of window space and a sloping ceiling which spreads the light in such a way that the side of the room opposite the windows is better lighted than would be true in the traditional classroom.

Furthermore, tradition was abandoned in the placement of electric lights in the classrooms. The rooms have only one row of lights, placed about one-third of the distance from the inner, or dark wall to the window side of the room.

Each room also is sound-proof and insulated with thermax so that noises do not carry. The doorways are placed in alcoves at a corner of the room, so that the doors do not open out into the hallway. Ample heat and ventilation is assured by the Ventura-fin method.

The school will have an inter-room radio communication system, microphone and loud-speaker in each room

and a centralized control board in Principal E. O. Cunningham's office.

Although the building's irregular shape adds somewhat to its cost in comparison with a more compact plan, there are economies which more than offset the extra cost. For example, part of the corridors are used effectively to add to the area of the play-room-auditorium. The stage serves also as a lunchroom.

The construction was financed by a \$33,000 bond issue and built as an SERA project to its present stage of completion. Although not completed, the school is now occupied. Application has been made for a PWA loan to complete it and tear down the old building.

A \$60,000 Project

Total cost of the project will be close to \$60,000 by the time it is completed and equipped. Anyone interested in the modern trend in school-house building would find it well worthwhile to visit this new plant.

ABOUT SECOND-YEAR TYPING

We recognize that teachers have honest differences of opinion about the approach in teaching first-year typing. It is this difference of opinion that accounts for the wide variety of texts adopted for first-year classes.

Whatever your choice as to the first-year text, you can use GREGG TYPING, Book II, with most satisfactory results in the second year of typing. The authors have seen to it that this advanced cycle of typing—training on the professional level—closely parallels the needs that will be met later. GREGG TYPING, Book II, provides a definite budget of work for each of the thirty-six weeks of school.

The first part of the book is devoted to developing added skill—speed and accuracy in typing such material as business correspondence, manuscripts, tabulation, and legal and business documents. For use along with budgets of this first part of the book, there is provided a progressive set of business and legal forms, correlated with the book and furnished free, upon request, with each book purchased.

The second half of this practical text provides for the student a series of sixteen jobs, cross-sections of practical office work. Each job or budget is a week of work on a one-period-a-day basis. This feature gives the student pre-job experience in the typing work of a variety of offices.

Gregg Typing, Techniques and Projects, Book II,
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Protect Constitutional Guarantees

BELIEVING that it is of primary concern to the continued growth of our Republic that free and adequate educational opportunity shall be offered to every child and adult in this country to the end that an enlightened and informed citizenship shall be prepared to solve intelligently the increasingly complex problems of American democracy, we recommend that this Association shall continue to resist vigorously any attempt to weaken California's constitutional guarantee which provides that the public schools shall have first claim on the tax revenues of the state.—Resolution, C. T. A. Bay Section.

New Henry Holt Books

HENRY HOLT and Company have recently published two noteworthy texts. 1. Words in Action, a study of the sentence, by Alfred A. Wright, Director of English, West Hartford, Connecticut, is a compact manual of nearly 500 pages, well-classified and arranged for practical school use. It provides more than 300 set tasks for pupils to perform.

2. Finla Goff Crawford, professor of political science, Syracuse University, has written *Our Government Today*, an illustrated volume of 360 pages. It is presented, not with the idea of including new material or a new viewpoint, but to describe lucidly some of the important problems of American government.

Such chapter headings as the following, selected from the 21 excellently-written chapters, will serve to indicate the scope of the volume—inflation and the currency; education and recreation; social security and labor; financing state and local governments. An appendix gives the Constitution of the United States.

Can We Keep Out of War?

EDDIE CANTOR will award a four-year scholarship and complete maintenance at any American college or university to the person who writes, in the opinion of a distinguished board of judges, the best letter on the subject—How Can America Stay Out of War? Cantor has set aside a fund of \$5000 for this purpose.

The subject of the competition was suggested by Newton D. Baker, former Secretary of War, with whom Cantor had discussed his proposal.

The judging body comprises four noted American educators—each the president of a prominent educational institution. They are Robert M. Hutchins, University of Chicago; Frederick Bertrand Robinson, College of the City of New York; Ray Lyman Wilbur, Leland Stanford University; and Henry Noble MacCracken, Vassar College. All have heartily endorsed this project in the interests of peace and education. Their decision will be final.

Good Reading, the reading list for college students and adults prepared by the college reading committee of National Council of Teachers of English has just appeared in a new and revised edition. The list, edited by 36 college professors under chairmanship of Professor Atwood H. Townsend of New York University, includes over 1500 interesting books worth knowing from Homer to Pearl Buck, each briefly described and classified by period and type.

An innovation is a notation after many of the books to show their relative popularity with college professors and among undergraduates. It may be ordered from National Council of Teachers of English, 211 West 68th Street, Chicago, at 20 cents for a single copy, \$1.80 a dozen.

Story Parade, a new literary monthly for boys and girls, is designed to give to children the best in stories, verse, and plays, by contemporary writers. In addition, there is presented foreign and other material of value not easily accessible to young readers. In one department, *Our Own*, will be printed writings of literary merit by children.

Published by a membership group, Story Parade is in no way a commercial enterprise. Its object is the wide distribution of good literature for children in an attractive form and at a low price. Those desiring to cooperate in this undertaking should communicate with Story Parade, 70 Fifth Avenue, New York City. Lockie Parker is managing editor.

Photoplay Studies

PHOTOPLAY Studies is a series of study-guides, in illustrated bulletin form, for school use. These bulletins are recommended by motion picture committee, Department of Secondary Education, National Education Association; and are published by Educational and Recreational Guides, 125 Lincoln Avenue, Newark, New Jersey. William Lewin is managing editor.

The bulletins are admirable in arrangement, illustration and content. A recent issue, for example, is a guide to the study of the screen version of Dickens *A Tale of Two Cities*.

New Gregg Books

GREGG Publishing Company, 270 Madison Avenue, New York City, has recently issued the following important texts in the fields of business and commercial education:

Essentials of Business Mathematics—R. R. Rosenberg; Teaching Methods and Testing Materials in Business Mathematics—R. R. Rosenberg; Teaching Gregg Shorthand by the Functional Method—L. A. Leslie; English of Business, Complete—H. A. Hagar, L. G. Wilson, E. L. Hutchinson, C. I. Blanchard; English of Business Work Book; Essentials of Commercial Law, Revised—W. H. Whigam, L. L. Jones, J. W. Moody; Intensive Bookkeeping and Accounting—E. H. Fearon; Applied Secretarial Practice—R. P. SoRelle and John R. Gregg; Office Appliance Exercises—J. T. A. Ely, A. C. Beaver.

* * *

Functional Shorthand

Louis A. Leslie, C.S.R., is author of *The Teaching of Gregg Shorthand by the Functional Method*, developed under the personal direction of John Robert Gregg, S.C.D., and author of Gregg shorthand.

Mr. Leslie's volume of 300 pages is a clear and accurate account of the functional method. The 12 chapters cover every phase of this modern method of instruction.

Mr. Leslie has taught nearly 20 years and is expert in the methods which he so vividly and interestingly describes. Gregg Publishing Company.

* * *

Better Reading Instruction, a survey of research and successful practice, is a recent N. E. A. research bulletin. Illustrated with numerous charts and tables, this outstanding bulletin will be of great practical service to all interested in reading instruction.

* * *

English of Business

The English of Business, by Hagar, Wilson, Hutchinson and Blanchard, complete edition, recently issued by Gregg Publishing Company, comprises a text of 315 pages and a large work-book of 128 pages. It is based on an extensive study of state and city curricula and various committee reports on the teaching of English.

By using the minimum essentials as a basis for this course, the authors have provided a most useful text in English for the commercial student.

The workbook eliminates the drudgery often incident to the preparation of the English lesson. The material is directly related to the future work of the pupil. The exercises stimulate interest and appeal to the resourcefulness and creative power of the student.

Few Public Servants

ONLY two first-class United States statesmen can be counted among the 67,000 graduates of twelve of the most exclusive United States boys private schools, according to an article appearing in a recent issue of *Fortune*.

Fortune believes that Daniel Webster of Phillips' Exeter Academy and Franklin D. Roosevelt of Groton are the only two internationally-known statesmen produced by the schools picked as the twelve, which include: Andover, Exeter, Lawrenceville, Groton, St. Marks, St. Pauls, Hill, Avon, Thatcher, Kent, Deerfield, Hotchkiss.

Commenting on the comparison between the number of public servants produced by these schools as compared to their counterparts in England, Eton or Harrow, *Fortune* calls attention to the fact that in all the history of these twelve schools they have produced only 27 United States senators, one member of the United States Supreme Court, and one president.

"There is, accurately speaking, only one way in which a school which offers special instruction at special prices can justify its existence. That way is by graduating boys to perform an equally special service to society" says *Fortune*.

Grossmont Elementary School, San Diego County, is to have a new auditorium and physical education building of reinforced concrete, seating 1500 persons and costing \$163,000. The federal government will pay 45% of the cost.

* * *

Claremont Colleges

AS PRINCIPAL speakers on a program featuring nationally-known educators and governmental figures, Robert Gordon Sproul, president, University of California, and Herbert Hoover, ex-President of the United States, appear in Southern California February 7 commemorating the tenth anniversary of Claremont Colleges, Oxford of the West. Sproul speaks at an impressive opening convocation for the brilliant all-day program, while Hoover will deliver the principal luncheon address.

Dr. James A. Blaisdell will be guest of honor at the anniversary jubilee. In 1925 Dr. Blaisdell organized the Claremont plan of group residential colleges which since has become known as the United States most distinctive educational experiment. Ten years after its founding the Claremont plan embraces a graduate school, exclusive



Dr. James A. Blaisdell

Scripps College for women, and Pomona College, co-educational school with an enrollment of 750 students.

* * *

Sierra Sportland, formerly Sierra Snow Sports, is a little winter weekly published by Truckee Outing Club; C. Edmunds is editor.

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THE RESPONSIBILITY CHART

A teaching device in civic helpfulness by Marjorie Fleming Hutchinson,
La Jolla Elementary School, San Diego County

The vertical column is complete; because of limitations of space the horizontal headings are cut off at 20, they should continue as told in the article.

Week	Date	Responsibilities
1	Sept. 9 - 13	Windows
2	16 - 20	World Books
3	23 - 27	Desk
4	30 Oct. 4	Paper Cupboard
5	7 - 11	Erasers
6	14 - 18	Cloak Room
7	21 - 25	Bulletin Board
8	28 Nov. 1	Supply Cupboard
9	4 - 8	Chalk
10	11 - 15	Art Supplies
11	18 - 22	Desks
12	25 - 29	Front Board
13	Dec. 2 - 6	Class Diary
14	9 - 13	Attendance
15	16 - 20	Waste Basket
16	Vacation 27	Program - Civic League
17	" Jan. 3	Book Cases
18	Jan. 6 - 10	Rulers
19	13 - 17	Scissors
20	20 - 24	Yard
21	27 - 31	Pencil Sharpener
22	Feb. 3 Feb. 7	Side Board
23	10 - 14	Check Bats & Balls
24	17 - 21	Paint Pans
25	24 - 28	Flowers
26	Mar. 2 Mar. 6	National Geographies
27	9 - 13	Music Books
28	16 - 20	Spelling Chart
29	23 - 27	Flag Salute
30	30 Apr. 3	Table
31	Vacation 10	Ink
32	Apr. 13 - 17	Guests
33	20 - 24	Water Vines
34	27 May 1	Front Bench
35	May 4 - 8	Water for Painting
36	11 - 15	Return Corrected Papers
37	18 - 22	Side Shelf
38	25 - 29	Banking Chart
39	June 1 - 5	Post Language Papers
40	8 - 12	Temperature

George	Alfred	Harold	Jack	Myrtle	Helen	Alice	Marie	John	Emmons	Bob	Russell	Edna	Ruth	Margaret	Lottie	Billy B.	Robert S.	Frank	Dale	Clara	Irene
Numbers of the Weeks in one School Year																					
1	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20

THE responsibility chart in our schoolroom is the result of years of experimentation along the lines of socialization of school activities in the upper grades of the elementary school and the firm conviction that children need responsibility over things, not over other children.

The perfect condition for using this chart as it is, is a class of 40 children who will remain with one teacher for 40 weeks. Then each child may perform a different task during each week of the school year and be excused from the three vacation assignments. Interested teachers, however, can easily see how the chart may be changed to fit other situations.

The children enjoy listing the responsibilities necessary for keeping the classroom neat in appearance and for the orderly procedure of activities, thus having a part in the making of the chart they are to follow.

There can be no favoritism, the bugbear of children, when such a system is used. Each child is equally responsible and given the same opportunities and yet there is no suppression of individuality nor of the spirit of competition as each may endeavor to perform the task assigned to him better than it has been done before.

Easily Understood

At first glance this chart may seem complicated but the children comprehend the use of it quickly and I have never known a group which did not enjoy reading it and following the assignments. It is a good plan, if possible, to supply each child with a mimeographed copy so that he may know not only what his own "job" is but, for reference, that of every other child as well. A large wall chart is, however, very satisfactory.

I pass this idea on, hoping that it may be of help to some other teacher and group of children even as it has been of help to me and my groups.

* * *

SCOTT, Foresman and Company have recently brought out Number Stories Work-Book, Book One, by Findley, Studebaker and Knight. It can well be used in connection with Number Stories, Book One, and is one of the Curriculum Foundation Series. Pupil activities are varied to maintain interest. Concepts and exercises have been carefully graded in difficulty.



- All Shaft Driven
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CTA Honor Schools

(Continued from Page 23)

Overton, Soldier Creek, State Line, Surprise Valley Elementary, Surprise Valley Union High School, Willow Ranch.

Nevada County: Chicago Park Elementary, Grass Valley High, North San Juan Elementary.

Placer County: Alta, Central Fair Oaks, Fruitvale, Lincoln Union, New England Mills, Norden, Penryn, Rivervale, Tahoe Lake, Todds Valley.

Plumas County: Beckwith, Canyon Dam, Crescent, Genesee, Greenville Elementary, Greenville High, Hot Springs, Indian Falls, Grays Flat, Island, Johnsville, La Porte, Lassen-Butte, Laws, Lincoln, Long Valley, Mann, North Fork, Pioneer, Portola Elementary, Portola High, Quincy Elementary, Quincy High, Rich Bar, Storie, Seneca, Spanish Peak, Squirrel Creek, Sulphur Springs, Summit, Summit Emergency, Taylor, Union, Walkermine.

Sacramento County: Sacramento City—Bret Harte, California Junior High School, Coloma, Crocker, Donner, El Dorado, Fremont, Jefferson, Kit Carson, Marshall, Sierra, Stanford, Sunmount, Tahoe, Theodore Judah; American River, Arcade, Arden, Bates Joint Union, Beaver Union, Ben Ali, Carmichael, Del Paso Heights, Elk Grove Union, Edward Kelly, Florin,

Granite, Hagginwood, Junior Pacific, Laguna, Lisbon, Washington.

Sierra County: Alpine, Clare, Downieville, Goodyears, Long Point Emergency, Long Valley Emergency, Sierra Valley Joint Union High, Sierraville.

Siskiyou County: Elementary—Dunsmuir, Etna Union, Weed Union. Secondary—Dunsmuir Joint Union, Fort Jones, Happy Camp, McCloud, Mount Shasta, Tule Lake, Yreka. One-teacher schools—Bald Mountain Emergency, Foothill, Little Shasta, Lowood, Macdoel, Mount Hebron, Orr Lake, Rocky Mountain, Salmon River, Seiad, Spring.

Sutter County: Live Oak Union High. Hedger and Knights Elementary.

Yolo County: Buckeye, Clarksburg High, Clover, Davis Joint, Davis Joint Union High, Gordon, Madison, Monument, Wildwood Joint, Woodland Prairie, Spring Lake.

Yuba County: Elementary—Arboga, Brophy, Elizabeth, Marigold, Rose Bar, Sharon Valley, Strawberry Valley, Waldo, Wheatland, Wheatland Union High.

* * *

At a recent joint meeting of Butte County Teachers Association, Chico teachers, Butte County Schoolmasters Club and Association of Regional Supervisors for Northern California, recently held at Chico, Dr. Paul Hanna, professor of education, Stanford University, was the principal speaker.

BOUQUET

The January issue of Sierra Educational News is the most attractive, appealing educational journal I have yet had come to my hand. I like the new shape.—Sincerely yours, Vierling Kersey, Superintendent of Public Instruction.

* * *

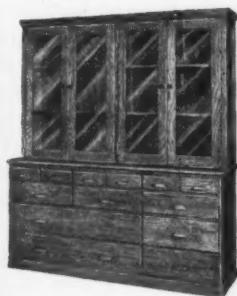
Second annual Institute of International Relations will be held at Mills College June 23-July 3, 1936, in collaboration with the American Friends Service Committee. Dr. Stanley A. Hunter is director; Ernest A. Allen is field secretary. The international session of last summer was so conspicuously successful that permanent continuance is planned.

* * *

Notes From Monterey

Charles E. Teach, Superintendent of Schools, San Luis Obispo City, has published a whimsical and provocative 6-page mimeographed outline of observations upon C. T. A. Central Coast Section recent convention at Monterey.

He has included several very clever and effective parodies on educational tests and measurements.



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● *A Group of Mission Indians*

Characters

Announcer
 Father Junipero Serra
 Father Palou
 King Carlos of Spain
 Galvez—Explorer and settler
 Queen (to aid setting)
 Teamster—Two boys for horses
 Masons—Two
 Leather worker
 Pottery makers—Two Indian women
 Weavers—Two or three Indian women
 Corn Grinders—Two Indian women

As many other Indians as desired may be used so as to include entire group of children. These will appear at the burning, men dancing and women wailing. Also they may kneel at the religious ceremony and sing.

Costumes—Gunny sacks may be cut and decorated by children for Indian costumes. Usual beads, feathers and head-bands may be used.

Black or brown capes may be worn by priests, with Spanish hats which hang by a cord when indoors.

Court costumes may be simple with gold-paper crowns. Any silk and lace finery that can be assembled will be effective. Chairs will answer as thrones.

Scene 1

Announcer—Padre Serra and Galvez are called before the King of Spain.

Setting—Court of King Carlos. King and Queen are seated on throne. Enter—Padre Serra and Galvez. Both kneel until raised by king. Note—If no curtain is to be pulled, merely have King and Queen enter with herald and be seated. Other characters may enter and leave stage.

King Carlos—Padre Serra and Galvez, I have called you here today to give you my orders to go to Upper California and take the land for Spain before that upstart Drake claims it for England. Father Serra, I want you to build missions and teach the Indians how to work.

Padre Serra—Your Majesty, I have always dreamed of going to California to teach the Indians the Christian religion. Now my chance has come and I am very happy.

Galvez—Your Majesty, I have already found two ships, the San Antonio and the

San Carlos. I will take charge of loading the San Antonio and you, Father Serra, will load the San Carlos.

King Carlos—The government will furnish you with meat, fish, vinegar, corn, brown sugar, red peppers, garlic and cheese. You will also have some live cattle, medicine and one thousand dollars in money.

Both—Your Majesty, we thank you.

Exit or curtain

Scene 2

Announcer—The Indians of California believe that the souls of their dead go on to the Happy Hunting Grounds. They believe that they must send food and clothes, baskets and arrows to their relatives who have died. They believe if they burn these things, the smoke will go up to the Happy Hunting Grounds and take these things with it. So every year the Indians have burnings. The year that Padre Serra came to California, many of the Indians had died.

Setting—Indians dance around fire. Women wail and sing Acorn Song and Dance found in chapter on Indians, in *Our California Home*. Men throw things on fire. White men appear—Indians run for shelter. The priests hold up beads, knives, cloth, etc. Indians timidly come out one by one and accept gifts

Father Palou—Come, come, we will not hurt you.

Father Serra—See what we have brought you.

Fathers Serra and Palou



A DREAM COME TRUE

A play written and acted by the children of the Fourth Grade of Eastside School, Oroville, under supervision of Carol M. Howe, Teacher.

Scene 3

Announcer—Father Serra gradually won the confidence and love of the Indians of California.

Setting—Bell rings. Priests are standing in front of rude altar. One priest may say Lord's Prayer or shorter prayer in Spanish. Indians are kneeling on floor. They sing Gloria in Excelsis Deo—found in Progressive Music Book Two. An attitude of reverence should prevail. If the children come in and go out (without a curtain) they should have bowed heads and hands folded in front.

Scene 4

Announcer—Father Serra worked very hard and taught the Indians how to earn their daily bread.

Teamster—Git-ap. Whoa. I am plowing the field to get the ground ready to plant corn. These are my oxen, and this is my wooden plow. (Exit.)

Masons—We are making adobe bricks to build our houses. We must make 40 bricks each before 11 o'clock. Then we can play games or go fishing.

We mix clay and straw and sand with water until it is thick and smooth. The straw helps hold it together. We put it in molds and lay them in the sun to dry. (Note—stir with sticks in a box.)

Leather Worker—I am tanning leather to make shoes and saddles. I have to rub the leather a very long time until it is soft. I can make it light or dark according to the way I tan it. I cannot tan leather well in hot weather. (Rubs piece of hide.)

Pottery Makers—We are making pottery to carry water and hold food. We mold the jars out of clay, put designs on them, and put them in the oven to bake. (Turn jars in hand.)

Weavers—We are making woolen cloth. First we wash the wool. Then we comb out the fibers and twist them into yarn.

We dye the yarn with juice from berries and plants. Then we weave it on a loom (a make-shift loom may be shown).

Corn Grinders—We are grinding corn for bread and mush. We use a hole in a rock and a stone for a pestle. (Squat and grind in Indian fashion.)

(Note—If each of the above working-groups comes on the stage in turn, it will be more effective.)

Scene 5

Announcer—Father Serra was handicapped in his work by ill-health. He had an infected leg due to an injury, but through it all he never once complained or spared himself.

Setting—Padre Serra on couch. Father Palou standing by his side. Indians come in with heads bowed and kneel. Father Serra stretches forth his hand and blesses them.

Padre Serra—My children!

Padre Palou — You may go now. (Exit Indians).

Indian Boy—The old Padre wants to die (sadly).

Second Indian Boy—Yes, and he was so kind to us (weeps as they exit).

Padre Serra—Help me to the window. (Palou aids him—Serra puts hand up to eyes and looks out of window.) See the fields yellow with wheat stretching down to the beautiful blue Carmello Bay. See the beautiful gardens. See the fig and palm trees which I planted with my own hands. See the Indians at their work. I am happy. Now I shall rest.

The End

* * *

Elementary School Principals

CALIFORNIA Elementary School Principal, official news bulletin of the elementary school principals association, is always interesting and informative. A recent issue lists chairmen of important state committees:

Mrs. Gertrude Howard, Crozier School, Inglewood, yearbook editorial committee; Frank B. Smith, Sacramento, research committee for yearbook; Lester Sands, Stanford University, utilizing visual aids to enrich the curriculum; G. C. Loofbourov, Lincoln School, Fresno, relation between local social welfare agencies and the schools; Frank B. Smith, Sacramento, state textbook situation; Mrs. Inez T. Sheldon, Nordhoff Union School, Ojai, the maladjusted child; Mrs. Howardine Hoffman, Chino, status of elementary school principalship.

* * *

School Library Bulletin

School Library Association of California, Southern Section, recently issued an interesting bulletin, number 1 of volume 7. C. F. Muncy of the State Department of Education contributed the leading article on long-term planning for secondary school library service in California.

President of California Library Association is Cornelia D. Plaister, San Diego Public Library. President of School Library Association of California, Southern Section, is Mrs. Verna Evans Clapp, Chaffey Junior College, Ontario.

Baldwin Park Grade Cards

CHARLES D. JONES, district superintendent of schools, Baldwin Park, has recently issued a particularly interesting and noteworthy school report on the pupils' experiences. On this new type of report card he quotes Dr. John A. Sexson, superintendent of schools, Pasadena, as follows:

"It is obvious, that in a school program which partakes of the reality of living, growth cannot be measured or interpreted by means of artificial symbols called marks or grades.

"With more abundant life as our goal, we can measure progress toward that goal only

in terms of the varied manifestations of life which we know, and can recognize.

"Physical and mental health, the ability and desire to co-operate in work and play with our fellow beings, good work habits, mastery of essential skills, creative self-expression—these are evidence of growth."

* * *

Walter E. Morgan, chief, division of research and statistics, State Department of Education, recently attended the national convention of Phi Delta Kappa held at St. Louis. He headed the important re-organization committee, according to a recent issue of XI Alumni Chapter News. E. P. O'Reilly, principal, William Land School, Sacramento, is president of the chapter.



Between the Two Stands T.C.U.

What provision have you made for the unusual risks of your profession? Statistics show that each year one out of every five teachers meets with sickness, accident or quarantine. Remember that "all diseases come to school" from all the homes in the neighborhood. So, to usual health hazards, many more are added. Surely the risk is far too great for any teacher to carry alone. That is why T.C.U. was founded and why so many thousands of your co-workers are already under the T.C.U. Umbrella. Even when the gloomy days come, sunshine and cheer can also come—because "Between the Two Stands T.C.U."

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Will you be forced to watch your hard-earned savings dwindle away? Will you have to give up plans you have made for a happy vacation? Or will you have to experience the embarrassment of asking financial aid from friends? Why not be prepared to help yourself by including in your budget the very small amount it takes to enroll with T.C.U. Be Safe—get under the T.C.U. Umbrella. You owe it to yourself to find out at once how little it costs to enjoy all the protective benefits of this great organization of teachers for teachers. Why not write today before it is too late.

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- 20 Percent** increase in sick benefits for two months when you are confined to an established hospital.
- \$333 to \$1000** for major accidents, or for accidental loss of life. These indemnities are increased 10 percent for each consecutive annual renewal of the policy for not to exceed five years.
- Double** these benefits for travel accidents sustained in railroad, street car or steamboat wreck.
- Operation** benefits in addition to other benefits after your policy has been maintained in force for one year.
- Policies** paying larger benefits are issued if you desire.

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Vocational Education

(Continued from Page 11)

done to re-train the group whose occupations have become obsolete? (6) What may be done for those who are occupationally trained but through no fault of their own cannot find employment.

At present no one has a satisfactory answer to these problems. It is true, however, that various groups are offering solutions and rallying large numbers to their cause; either through persuasive oratory or by playing upon

the emotions and prejudices of a distressed people. One group proposes 600 hours of annual employment between the ages of 25 and 45; with an annual income, of the equivalent of \$10,000, in the form of electrical energy; with a guarantee of economic security after the age of 45. The solution is not as simple as this group would have us believe nor is the problem likely to be solved in a fantastic manner.

Dr. Homer P. Rainey, Director of the American Youth Commission, points out that:

"In America our children have been assured of two significant opportunities—that of receiving an education consistent with their abilities and ambitions, and that of securing opportunity for employment upon completion of that education. The latter promise is one that hinges almost entirely on our economic condition, as we have discovered in late years. The former promise, however, is one that depends on our educational system for fulfillment. If we are to prepare youth for employment today we must offer more differentiated training than we do at present in most communities. This means a drastic revision of curricula, and greater emphasis on guidance and placement."

In another paragraph of this same article, Dr. Rainey comments upon the inadequacy of our occupational training program by saying:

"A recent study of 43,000 youths under 25 years of age in Connecticut shows that over 74% are untrained for a skilled occupation, and 40% are unprepared for work of any kind. Thus, our task is not alone that of finding jobs; we must also prepare our young people properly for jobs. This is a problem that we as educators can attack."

The public school is the largest social agency in America which reaches everyone; hence, it must be interested and should be a leader in occupational problems. One of the most disconcerting problems for the schools which has arisen in this connection is the increased age of entrance into industry—an increase from 14 to 16 years to 18 and to 21 in some instances. The average age at which pupils leave school is 15 years and 4 months. For a decade these figures have remained unchanged.

3. Rainey, Homer P.—"American Youth Commission at Work." *The Phi Delta Kappan Mag.*, p. 117. Dec., 1935.

This means that hundreds of boys and girls are confronted with a period of 2 years and 8 months in length in which there is little or nothing to do because industry will not accept them until they reach the age of 18. They cannot enter employment and apparently they do not wish to attend school; at least the schools as they exist today.

Who, then, or what group of educators is going to be responsible for the moral, social, and occupational welfare of these young people? Is the continuation school meeting its full responsibility? Is the present curriculum at fault? Is there any type or kind of school or training program in which these young people would be interested?

Many educators are giving these questions their earnest thought and consideration in striving for a solution. The statement has been made that unless a solution is found there may be in the process of development the finest body of potential gangsters and criminals this country has ever produced.

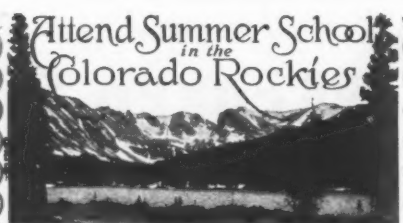
Remedial Suggestions

As previously stated, at present no one appears to know the correct answers to the difficult problems unemployment and future occupational life have raised. The case is by no means hopeless and unquestionably will be solved. If man has possessed sufficient intelligence to develop and construct what appears, to many, as a mechanistic bogey; it is fair to assume that he possesses sufficient intelligence to solve our social and economic ills.

Sociologists and economists have stated repeatedly that our social progress has lagged woefully behind our industrial progress; that today society finds itself in approximately the same status, in regard to social and human relationships, in which it found itself industrially in the middle of the 18th century.

The writer offers as possibilities the following remedial suggestions:

1. To conduct research and experimentation in the field of occupations; with the aim of establishing a planning body that will produce fairly accurate estimates relative to local, state, and



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national employment; occupational distribution and occupational trends.

2. That vocational training in our secondary school, to be effective, must be organized and offered as a program of occupational training and not as a course subject.

3. To give a broader or more liberalized basic training in an occupational field. For example, a basic training may be given in particular phases of the building trades; metal working trades; electrical trades; etc.; before giving an intensive and highly specialized training course. Consequently, this procedure should tend toward the development of a more versatile worker. If the worker's highly specialized job becomes obsolete he can adjust himself more readily to a new or another job in the same basic field in which he was trained originally.

Pre-employment Training

4. That all prospective workers shall receive pre-employment or occupational training and be certified as to their competency for the job. Incompetent and poorly trained workers cost the public millions of dollars each year through the medium of higher prices and inferior products.

5. A better integration of our entire educational system with a greater stress upon social, economic, political, vocational, and cultural background. Study and attention should be given, especially, to the common elements of citizenship regardless of future occupations. The professional man, the mechanic, the machine operator, and the unskilled laborer have similar responsibilities as members of a community; as parents, and as individual members of society.

6. It has been stated authoritatively that approximately 35% of the girls and boys applying for specific occupational training under the Smith-Hughes Vocational Act can profit by such training. The statement has also been made that only about 10% of the students can do successful work with abstract materials.

What of the Majority?

When the question was raised: "What, then, shall be done with the majority of students?" The answer was: "If an industrial arts course is

organized properly, and very few are, something can always be done for students."

The belief is, hereby, expressed that an industrial arts course, which is "organized properly," will interest and benefit many students who, at present, are showing an indifferent attitude toward much of their school work. A modern industrial arts course presents an integrated program, i. e., a program in which manipulative skill is of secondary importance and considered in a relative sense; in which the student applies in a practical situation; oral and written expression, languages, mathematics, the natural and social sciences, drawing, art and design, hygiene and safety, occupational information, etc.

Where a program such as this has been organized it has been found to have, not only, educational merit, but an increased interest in school work and an added incentive to remain in school. Sporadic attempts have been made in a number of progressive secondary schools within the past few years to provide a program largely manipulative in scope for those who cannot do abstract work successfully or profit by trade training. The aim has been to make these students as versatile as possible, with the hope of enhancing their possibilities of securing a job.

7. For years much criticism has been directed toward the colleges and universities for their dominance of high school curricula. The curricula of many high schools were organized upon the apparent assumption that all students who entered high school would graduate, and earn the required 16 units of credit for matriculation in a higher institution of collegiate rank. The results show clearly the fallacy of this assumption. The necessity for a liberalization of curricula has been recognized and advocated by progressive educators for at least two decades. The efforts of these reformers are beginning to show results.

For example, the publicly-supported colleges and universities of California have reduced their entrance requirements to 8 qualifying units. These units should preferably be earned in

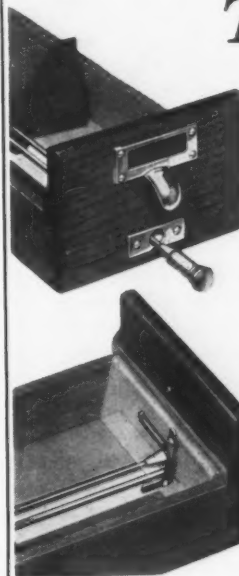
(Please turn to Page 45)

Educational Tests

Educational Tests and Their Uses, (volume V, number 5, December, 1935, Review of Educational Research) revises and brings down to date the 1933 issue on educational tests.

W. J. Osburn, chairman of the committee, states that the report is organized in accordance with the plan used in issue of the Review for February, 1933, which was devoted to the same theme. One important change, however, has been made; the chapter on basic considerations is replaced by a consideration of tests and measurements in several foreign countries.

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To County, City and District Superintendents of Schools and to Presidents, Principals and Superintendents of the State University, State Colleges and Institutions:

THE Public School Teachers Retirement Salary Fund Board at a meeting held in Sacramento, California, January 16, 1936 unanimously adopted the following rules:

"46. During the balance of the school year 1935-1936, the amount to be deducted for the permanent fund, from each salary payment is \$24.00 divided by the number of salary payments to be made during the school year after September 15, 1935, varying from district to district. Beginning July 1, 1936, the amount to be deducted from each salary payment, is \$24.00 divided by the number of salary payments normally to be made throughout the entire school year, varying from district to district, except as provided in the second paragraph of this rule. No change in the amount thus derived should be made because of the failure of any person to receive a salary payment, whether the failure be due to (a) absence on leave, (b) termination of employment, (c) entry into service after some salary payments have been made, or any other reason.

"In the case of every person, however, who shall render sufficient service in any year (at least eight months of at least one hour per day for at least ten days per month) to receive credit for a year of service, the deduction from the last salary payment for the year, shall be so adjusted as to make the total contributions to the permanent fund, exactly \$24.00 for the year.

"If any person shall fail to receive a salary payment at the time when the last payment is normally made, or fails to render sufficient service, as given in the preceding paragraph, to receive credit for a year of service, no adjustment in the deductions shall be made, but instead, the total contributions for the year shall be the sum of the deductions made in the usual course during the year, it being remembered that, at retirement, adjustments, either by further contributions or refunds, are required by law, to make the total contributions exactly \$24.00 for each year of credited service, and that upon separation from service through other cause than retirement, all contributions are refunded.

"47. On and after January 1, 1936, no deductions for either the permanent fund or the annuity deposit fund shall be made from the compensation earned during any month by any substitute employee of, or employee employed on a part-time basis by,

any school district or other employing agency unless such employee has been employed during such month for at least one hour per day for at least ten days. Any deduction made representing such employee's contribution to the permanent fund shall be the same in amount as that determined for a regular teacher under the first paragraph of section 46."

The above rules supersede any instruction in conflict therewith heretofore issued by the Retirement Board. Therefore, on and after January 1, 1936, no substitute or part-time employee of any school district or employing agency who serves less than ten days in any one month will be required to make any contributions to either the permanent fund or the annuity deposit fund on account of service during that month, and no deductions will be made from the compensation earned by him during that month.

The total of the contributions required of any such employee during any school year will be the total of those made under the rules hereinbefore quoted, thus making it unnecessary, in most cases, for such employees to pay the full contribution of \$24.00 to the permanent fund.

Notify Your Boards

You are requested to notify the governing boards of school districts and other officers within your jurisdiction of the above rule immediately, in order that it may be made effective at once.

In the event the January payroll for any school district or other employing agency has been made up by the time notice of the above rule is given such employing agency, and it is not practicable to correct the payroll, you are advised that any deductions from the salaries of any persons not required under the above quoted rule to make any contributions during the month of January may be refunded to such person by the person who, or the board which, makes the deduction.

Other changes in the existing rules governing the administration of the Public School Teachers Retirement Salary Act are being considered by the Board at its present meeting. You

will be promptly notified of the nature of such changes after the Board has acted. A pamphlet containing the Retirement Law and all rules adopted by the Board pertaining thereto will be prepared and made available for distribution at the earliest possible moment. Cordially yours, Vierling Kersey, Secretary, State Teachers Retirement Salary Fund Board, Sacramento.

* * *

Register To Vote

ALL voters in California must re-register in 1936.

To vote at any election during the year a voter must be registered 40 days prior to that election.

The first election of the year will be on May 5—at which time delegates to the national political conventions will be selected. To vote on May 5 a voter must register on or before March 26.

Registration at any time during 1936 is, of course, effective throughout the year.

Important election dates follow:

- 1—For delegates to select Presidential nominees — May 5. (Registration closes March 26.)
- 2—State Primaries—August 26. (Registration closes July 16.)
- 3—General Election — November 3 (Registration closes September 24.)
- 4—Sixth Class City Municipal Elections —April 14 (Registration closes March 5.)
- 5—County School District Elections—June 15. (Registration closes May 6.)

* * *

The staff of Highgrove School, Riverside County, is enrolled 100% in C. T. A. for 1936. Roy H. Norman, principal, recently contributed a particularly valuable article on community leadership to this magazine.

* * *

Bouquet from Omaha

IJUST received the first issue of the Sierra Educational News in its new size and format. Congratulations! It makes a very effective appearance. I always liked the Sierra Educational News in its smaller size but it appears with the larger size I am going to like it equally as well if not more.

One of the most notable development in education in the last ten years has been the improvement in the educational journals published by the state teachers associations. California teachers have been well to the forefront in improvement of their publication. Very sincerely yours.—E. M. Hosman, Director, Extension Division, Municipal University of Omaha.

Pupil Criticism

(Continued from Page 28)

courteous and polite to us. You have had a lot of patience with us."

"You should not be quite so severe. You always preach about enjoying your life. How do you expect us to enjoy our life with you harping at us all the time. Be a little more enjoyable yourself. And more humorous."

AN experiment may be counted successful if it does no more than suggest genuine problems for further study. I propose to describe briefly five propositions which have grown out of the experiment with pupil-teacher criticism.

1. To the progressive teacher the best work of her colleagues should be a constant source of inspiration. Pupils are frank, and they see almost everything. Would it be feasible to develop a plan whereby they could accurately report to one teacher the methods and devices used successfully by other teachers in the same school?

2. Give pupils more time in which to purposely study methods of teaching and to be critical. Early in the semester let us take up in our classes the idea of pupil-teacher criticism, thus giving the pupils an opportunity to observe our teaching with the thought of being asked later to state their conclusions.

3. Pupils may be given opportunities to evaluate subject-matter. Pupil-response has long been considered a valid criterion of the value of the materials of instruction.

4. Herein is suggested a project for the whole school staff. Perhaps it would be possible to construct an objective pupil-teacher score card. Scoring would be conducted by teachers and the results used by the administrative staff as a supplement to other devices for teacher-rating and supervision. The attitude of a pupil toward his teacher is very important. Can it be determined? Can it be measured with a sufficient degree of accuracy?

5. Teachers should never let pass by an opportunity to develop in pupils favorable attitudes toward education. Such attitudes will result in citizenship which is intelligently responsive to school needs.

"Does it ever occur to us . . . to pre-

pare the children under our instruction for their future responsibilities as adult participants in the school as a social institution? . . . We have not made the school as an institution an objective of education. . . . To present such material to the rising generation should smooth the way for educational progress in the future and that is an objective which curriculum-makers have no right to overlook."¹

1. Finney, Ross L. "Horace Mann as Curriculum Content," Journal of the National Education Association, vol. 19, no. 4, April, 1930, pp. 115-116.

* * *

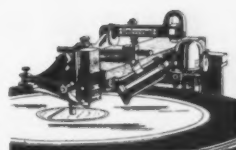
Mrs. Maude Byer, Santa Clara County rural supervisor of music, recently conducted a meeting at which rural teachers studied choruses for the spring festival. The theme will be California wild flowers. The cantata will be sung by a group of 500 voices selected from rural schools.

* * *

One Book a Year

The average American adult reads less than one book a year, according to a survey of adult reading habits made by the Bureau of Educational Research of Ohio State University. The largest amount of reading among adults is done by women clerks and stenographers and consists chiefly of sentimental romances.

The heaviest reading in most communities is done by junior high school pupils and declines steadily with increasing age and education.—Excerpt from address of Dr. Paul Diederich of Ohio State University at the convention of National Council of Teachers of English.



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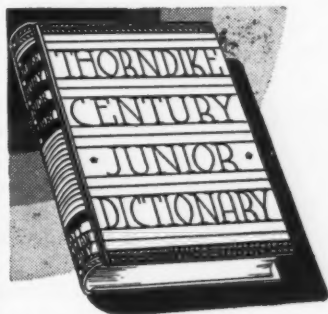
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ETIQUETTE

OUR GOOD MANNERS CLUB

Asta M. Cullberg, Teacher, Arcata Elementary School, Humboldt County

AT the beginning of the year I found myself with a class of Fourth Graders who were active, eager to learn, and enthusiastic about their work, but who were often discourteous to one another and to adults, both in the classroom and elsewhere.

After a class discussion of this state of affairs, we decided to try to remedy the matter by forming a good manners club in order to stress the courtesies of everyday living both at school and at home.

For the sake of brevity, and in line with the present day trend, we decided to call ourselves the G. M. C., and as a member of such it is the duty of each child to practice the rules of courtesy at all times, and to the best of his ability.

Our officers consist of a president, vice-president, and secretary, elected by popular vote. They have proved quite efficient in conducting the weekly meetings along the lines of simple parliamentary procedure.

Since the chief purpose of the club is to stress everyday courtesy, a part of each meeting is devoted to an informal discussion of the topic of the day. This topic is announced several days in advance in order that each member may have time to consider it, and decide what he wishes to add to the discussion. Such topics as classroom good manners, good manners on the playground, good manners in the lunchroom, good manners at home, and many others too numerous to mention have been discussed during our class meetings.

An Informal Program

An informal program follows our courtesy talk. This consists of songs, recitations, and stories which have been prepared by the children who wish to take part in the program. Since there are many in the class with decided dramatic ability, we have begun to write and act out short skits which emphasize the place of good manners in everyday life. These are

exceedingly popular, and are the highlights of the weekly program.

Although the G. M. C. hasn't by any means entirely solved the problem of teaching habits of politeness to my boys and girls, it has aroused their interest to the point where they have become "courtesy conscious," and so has made it easier to bring about the desired improvement in their conduct.

The enthusiasm with which the club was formed, and the continued interest the children have shown in it have convinced me that our activity has been worthwhile, and I'm hoping that it may suggest possibilities to others who are faced with the problem of teaching our boys and girls the value of courtesy in everyday life.

* * *

Speech Curricula

SPONSORED by the State Department of Education and directed by an advisory council of leading educators, a speech research project in Los Angeles is under way at the University of Southern California.

The undertaking, financed by the WPA, is part of a statewide curricula revaluation program. Activities center around preparation of a handbook for speech, together with bibliographies, reference booklets and classroom exhibits.

Research workers are analyzing activities covering kindergarten and the first to twelfth grades of instruction. Surveys also are in progress, including one on tests and measurements, and equipment available for speech instruction.

Six officials of the State Department of Education, actively headed by Dr. Aubrey A. Douglass, chief, division of secondary education, are the project sponsors. The advisory council is headed by Dean Ray K. Immel of the U. S. C. School of Speech and includes Mrs. Lorraine M. Sherer, director of curriculum, Los Angeles County Board of Education; Lucy Hifle, director, English secondary curriculum, Los Angeles City Schools, and others.

Vocha Fiske, University of California extension division lecturer, formerly of the public speaking department at Berkeley, is directing the project.

The task of summarizing current literature on speech education and reporting the activities of the more progressive schools will require eight months and provide employment for 50 persons, many of them former teachers.

The project will carry on the unfinished work of Superintendent Kersey's committee for the advancement of education, which conducted an investigation during 1933-35 of progressive methods in speech training.

Dr Lee Goes to New Work

Roy W. Cloud

DR. EDWIN A. LEE, Superintendent of Schools of San Francisco, has resigned. During the two years incumbency, Dr. Lee has given an outstanding example of good school administration. Coming to the position on the resignation of Dr. Joseph Marr Gwinn, he assumed charge and in a remarkably short time had a program in operation which was marked by its effectiveness and by the harmony which prevailed throughout the entire system.

Dr. Lee's resignation becomes effective July 1, 1936. At that time he will go to New York City to assume charge of the directorship of the National Occupations Conference, which is supported by Carnegie Corporation. The purpose of this directorship is to investigate and interpret current occupational trends and problems in the United States. This line of professional work constitutes the field in which Dr. Lee has been most interested.

It was not generally known when Superintendent Lee accepted the San Francisco position, that he was on leave from University of California. Such was the case, and the acceptance of the new position requires an extension of his leave from the School of Education.

Dr. Edwin A. Lee is a notable product of the California school system. After graduating from the Chico State Normal School, he taught in a rural school. He then became teacher of manual training and music at San Rafael. While in this position, he attended courses at University of California from which he was regularly graduated. Pursuing advanced work in the state university, he became a member of the faculty and specialized in vocational education. He secured his degree of Doctor of Philosophy, at Teachers College, Columbia University, and has advanced degrees from other educational institutions.

Not only the schools of San Francisco, but the business and professional life of the city will suffer a distinct loss in the departure of this Superintendent who has so cheerfully and readily become a part of the life of the entire community. His friendly manner of meeting boys and girls, parents and citizens has endeared him not only to his teaching personnel, but to all whom he has contacted.

California Teachers Association wishes Dr. Lee the greatest success in his new work, but hopes for his speedy return to California to resume his intimate relationship with the school people of his native state.

* * *

IN MEMORIAM — Mrs. Evelyn M. Weaver, 59, former teacher, Roberts School, Orangevale, Sacramento County. Mrs. Weaver lived in California since childhood and taught for many years in El Dorado and Sacramento Counties.

Vocational Education

(Continued from Page 41)

the junior and senior years of the high school; as researches show that grades made in the upper division of high school are indicative of success or failure in college. Another example

is that of a large middlewestern city which has re-organized its high school curricula and thereby eliminated all special curriculums and made the majority of subjects elective. The new program reduces required subjects to a minimum; which is as follows:

9th Grade	10th Grade	11th Grade	12th Grade
English	English	English	Physical Education
Civics	Physical Education	Physical Education	Choral Music
Health	Choral Music	Choral Music	
Physical Education			
Choral Music			
Art or Mechanical			
Drawing			

With the exception of one unit in natural science, two units in social science (one of which must be American history or government) all other subjects in such fields as art, commerce, English, foreign languages, home-making, industrial arts, mathematics, music, natural science, and social studies are elective.

Freedom of Choice

This type of liberalization of high school curricula may be accepted with profit by other secondary schools. It does, however, by its very freedom of choice imply an efficient system of educational and vocational guidance. That guidance is an absolute essential in our complex social and industrial civilization is generally conceded by educators.

Consequently, with a freer choice of a program of study; with a more efficient and better trained staff of counselors; with a more intelligent understanding of occupational life; with a broader, a vitalized, and a better integrated occupational training program; together with a judicious plan of employment, many of our young people would choose to remain in school longer and should find some measure of relief in contrast to their present bewildering situation.

* * *

New officers of San Diego County Music Teachers Association are: Edward Ortiz, La Mesa, president; Alberta E. Carlson, Escondido Union High School, vice-president; Mertice M. Varner, secretary-treasurer.

* * *

Big Bear Lake School staff, at Pine Knot in San Bernardino County, is 100% enrolled in C. T. A. and has held this honorable record for nine consecutive years; the principal is Edith Berkheimer.

World Writers

Laura Bell Everett, Oakland Technical High School

THE first book with a 1936 date that I have seen is *World Writers*, a book of reading by types, edited by William L. Richardson, co-author with Owens in *Literature of the World*. *World Writers* (Ginn and Company) is a study of world literature by types, not chronologically, although chronology is not disregarded. It is largely narrative which gives it a strong appeal for young readers.

Biography is made an important part of the book. It is modern biography in its interrelation with literature, both interpretive and interesting in itself. The book will meet the needs of many teachers. Here is gathered carefully and discriminately the material which must otherwise be painstakingly sought from many sources.

* * *

W. Harold Kingsley, director of public relations, C. T. A. Southern Section, recently addressed San Diego City Council of Parents and Teachers upon dangers now confronting public education in California; Mrs. Paul Schiefer presided.

* * *

Movie Propaganda

The teaching of motion-picture discrimination is now being widely accepted as a regular part of the instruction of the school. That battle has been won. Our problem now is a two-fold one. First, to prevent the work in motion-picture appreciation from becoming a fad. Second, to keep the work informal, enjoyable—to avoid formalizing the course.

One of the major benefits to be derived from this work is the developing of a growing sensitivity to the influence of the screen. Students must be made aware of the subtle and sometimes open propaganda that is carried on in the feature pictures and often in the newsreels.—Excerpts from address by Dr. Edgar Dale of Ohio State University at the convention of National Council of Teachers of English.

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The new 1935-1936 series of broadcasts — the second semester of which began on January 9th, gives greater recognition to American music. Lessons are vitalized for the children by correlation of the music with various phases of American history and contemporary life. In fact, throughout the entire course, there is a tendency for a closer "fusing" of music study with all other school studies. Each study-number now has, in addition to musical importance, some artistic, literary, social, geographical, historical, or other significance.

The Standard School Broadcast is heard Thursday mornings, 11:00 to 11:45 a. m. (Elementary, 11:00 to 11:20; Advanced, 11:25 to 11:45 a. m.) over NBC Radio Stations KFSD (San Diego), KFI (Los Angeles), KPO (San Francisco), KGW (Portland), KOMO (Seattle), KHQ (Spokane).

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2 \$200 when employed.	10 2 periods.		15
3 Larger salary when employed and number of teaching hours reduced.	11 1 to 2 periods.		16
4 \$20 per month.	Note: This practice spreads work but costs from \$250 to \$400 (6-hour day—	13 \$2.00 per hour Saturday and evenings.	17
5 \$300 per year and number of teaching hours reduced.	\$1500-\$2400 per year) for each hour that an additional teacher is employed.		18
6 Salary \$100 to \$200.			19
7 Allowed \$100 per sport.			
8 Coaches are paid to a maximum of \$2800.			

Questionnaire Tabulation, 19 Southern California High Schools, 800-1500 Enrollment

The New World

A record of recent programs

WEEKLY broadcasts NBC Western States Network, Mondays 9:30-10 a. m., California Teachers Association in cooperation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education Western Division, National Broadcasting Company.

January 13—Major Z. S. Leymel, Mayor of Fresno.

January 20—Dr. Walter F. Dexter, former president, Whittier College; executive secretary, Governor's Office, Sacramento; representing the Governor of California.

January 27—Margaret Le Seur, Counselor for Girls, Aptos Junior High School, San Francisco.

February 3—KECA, Los Angeles. Willard M. Brown, publicity division, Office of Los Angeles City Superintendent of Schools; instructor, Polytechnic Evening High School, Los Angeles.

February 10—Janice M. Robison, president, California Drama Teachers Association; drama teacher, Burlingame High School.

February 17—KECA, Los Angeles. Fred L. Thurston, executive secretary, C. T. A. Southern Section, Los Angeles.

February 24—Leonard Bartlett, instructor in journalism and radio director, Modesto Junior College, and a group of students.

March 2—KEX, Portland, Oregon, E. F. Carleton, executive secretary, Oregon Teachers Association.

Natural Living

Clara Z. Moore-Ferrell, nationally-known lecturer and educator, is author of *Natural Living*, a large volume, recently published. It unfolds secrets of a healthy, joyous, inspiring and successful life. Mrs. Moore-Ferrell for 30 years has been director of department of health and self-expression, Chautauqua Institution, New York and Brooklyn Institute of Arts and Sciences.

Her present volume of 400 pages has many illustrations. It deals with beauty, poise, grace, recuperation, how to reduce and gain, and other related topics. Mrs. Moore-Ferrell's admirable and practical book is of great value to all who desire better physical, mental, and spiritual life.

Tulare Week-End School

Tulare Union High School is now holding its ninth annual adult week-end school. There were four January meetings, with two concluding Friday evening sessions in February. W. B. Knokey is director; Flora G. Wilder, associate director.

The general course occurs at 5:45-7 p. m., followed by community dinner. At 8 o'clock three special interest group meetings are held, one on sociology, one on world geography and the third on retail selling.

This highly commendable community enterprise has become widely-known for its enthusiasm and success.

* * *

Occupations

A clearing-house of information about occupations has been established for the benefit of teachers, principals, guidance counselors, vocational educators, librarians and others, by National Occupational Conference, 551 Fifth Avenue, New York City. The conference is a non-profit-making research organization. A number of publications on occupations and vocational guidance are distributed at cost.

* * *

A new public school building in Long Beach was named after Robert E. Lee some months ago; and the Long Beach Board of Education got a flareback recently when various private citizens protested against this means of honoring the memory of a "rebel."

Half a century ago such protests would have been loud and lusty, and the Board of Education undoubtedly would have heeded them, but today they are little more than curiosities.

The reason is that as the bitterness of fratricidal war has died down, northerners have been able to see more and more clearly that the character and knightly manhood of Lee constitute one of the country's most precious possessions.—San Francisco News.

THE ST. LOUIS MEETING

NEA DEPARTMENT OF SUPERINTENDENCE

"THE next five years possibly will reveal the course of education for this generation." This thought in the mind of President A. J. Stoddard explains the great care with which he is arranging the program of the organization's 66th annual convention February 22-27 at St. Louis. The same thought in the minds of many others is responsible for what already is cer-

tain to be the largest attendance at this yearly meeting of the school executives since 1929. And no one of the latter will be disappointed in the rich variety and pointed character of this significant meeting of the Department.

Critical eyes of appraisal will be turned not only upon the major and vital issues of school administration and supervision, finance, the curricu-

lum, teaching technics, buildings, equipment, lay relations and personnel, but also upon the organization, functions, and management of the administrator's own professional organization, the Department of Superintendence. A special executive session on Tuesday afternoon will call forth discussion on topics that range from the organization's name to its future.

President Stoddard has not hesitated to bring the outstanding educational issues of the day to a sharp focus, and to arrange for the demonstration of suggested new principles at work. The 1936 Yearbook Commission will report on the Social Studies Curriculum. A skillful teacher will apply the recommendations to practice, with the co-operation of a senior class in social subjects from a St. Louis high school.

Clinical Technique

Only on rare occasions previously have the superintendents attempted the clinical method before so large a group. Success can be assured in this instance only because of the efficiency of modern public address systems. Teacher and pupils of this demonstration class will recite to microphones.

The Yearbook on the Social Studies Curriculum is certain to affect in a similar way the teaching methods used in thousands of classrooms throughout the nation in the next few years. Discussions of this significant study will be opened by Charles A. Beard, member of the Yearbook Commission, and author of two of its most significant chapters. Dr. Beard's topic will be *The Scholar in the Midst of Conflicts*.

A FEATURE that will be of interest to everyone in attendance is the organization of 36 sections devoted to the several subject fields of education of particular concern to the administrator. These small group meetings will be held twice during the week. On Monday their programs will be argumentative in character and conducted rather as debate than deliberation. On Wednesday open discussion will be held in such fields as childhood education, elementary schools, the junior high school, the senior high school, adult education, post graduate and junior college, education of out-of-school youth, teacher training and rural education.

The subject of rural schools will have particular emphasis at St. Louis. A high-spot

in the consideration of this subject will be reached on Thursday morning when President Agnes Samuelson of the National Education Association will speak on Rural Education and the National Welfare.

Health, Music, Art

One general session program of the convention will be given to such special subjects as physical education, music, and art. The Monday morning session will feature addresses by United States Commissioner of Education John W. Studebaker and Thomas H. Briggs, Teachers College, Columbia University, who will speak respectively on the subjects Relation of the Federal Government to Education, and Present-day Issues in Secondary Education.

The relation of the federal government to the financial support of education will be discussed at the Monday evening general session by Lotus D. Coffman, president of the University of Minnesota; Charles H. Judd, University of Chicago; and Paul R. Mort, Teachers College, Columbia University.

The 66th annual convention will be held in one of the finest new auditoriums in the nation. Space is ample and convenient. Group-meeting rooms that range in size from a capacity of 50 to 700 are available. The main hall, in which general sessions will assemble, accommodates an audience of 11,000. Extensive exhibition floors provide display-room for the largest exhibit of school equipment and supplies which has been offered since 1929.

* * *

Preparation for School Library Work, by Lucille F. Fargo, research associate, school of library service, Columbia University, a volume of 200 pages, is the third in that university's studies in library service. Miss Fargo has made a survey of the agencies (more than 200) engaged in this type of training.

* * *

The new "dress" of the Sierra Educational News is certainly an attractive one. This latest issue of the magazine was a vast improvement in all respects. May the good work be kept up!—J. B. Vasche, Oakdale.

* * *

Deans of Women

Co-operation with Youth is the theme that will draw deans of women to St. Louis for the 20th annual meeting of National Association of Deans of Women, at Hotel Statler, February 18-22, preceding the meeting of Department of Superintendence.

At the first morning session Youth, in the person of a college senior and a graduate student, will present its case and a dean of men will accept the challenge.

Dr. Marie Bentivoglio, professor of geography, University of Australia, will speak at the banquet, which will be followed by a joint reception for personal groups. Forums and seminars are being arranged and joint-sessions will be held with American Council of Guidance and the Personnel Association.

A New Publication

AMERICA TODAY AND YESTERDAY

VANZA N. AKER

Former Demonstration Teacher
Tooele, Utah

DR. EUGENE HILTON

Supervisor of Social Studies
Oakland Schools

HOMER F. AKER

District Superintendent of Schools
Red Bluff, California

586 pages, 225 illustrations and maps
Price \$1.50

American history for the fifth grade written at fourth grade reading level and arranged in units of child interest. These include such units as *The Story of Homes in America*, which gives the story of homes from the first shelters erected by the Pilgrims to the modern homes of today, how they were built, heated and lighted; *The Story of Food in America* from colonial times to the present day; *How Americans Have Clothed Themselves*, *How Americans Have Traveled and Sent Messages*, *Watching Busy Americans at Work*, *A Visit With Our American Neighbors*, and *Why America is a Good Place to Live*. Under this last unit the story of schools from the dame school to the modern school of today is given, as are also the stories of music, literature, and art.

Through these units the story of America is presented in simple form, depicting the progress of civilization from the time of the Mayflower to the China Clipper.

Harr Wagner Publishing Company

609 Mission Street
San Francisco, California

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* * *

Please accept my compliments on the splendid appearance of "our" magazine. The size is good, lends itself to better illustrations and diagrams. Gives more space for content.

The front cover is a splendid departure. We need more emphasis on "new" ideas in architecture related to educational activities.

With best wishes for growth and power during 1936, I am Sincerely, Arthur E. Lindborg, San Francisco Public Schools, Offices of Bureau of Research.

New officers of Imperial County Teachers Association are,—J. W. Lawson, principal of Calexico Union High School, president; E. L. Hiteman, Calipatria, vice-president; Earl M. Linholm, Calexico High School, secretary; Mrs. Mary Griffin, El Centro, treasurer.

* * *

Let me congratulate you and your staff for the outstanding issue of Sierra Educational News of recent date. The journalistic changes in type, size, and spacing of articles is certainly a most outstanding achievement. Again my sincere congratulations.—Paul E. Thompson, Arroyo Grande Union High School District.

* * *

Visual Instruction

NATIONAL Education Association, Department of Visual Instruction, announces a two-day program for its winter meeting to be held, as usual, concurrently with the Department of Superintendence, in St. Louis.

February 24: Registration and luncheon, noon, Hotel Melbourne, St. Louis. 2 to 4:30 p. m. Afternoon session, St. Louis Educational Museum, devoted to demonstration lessons using visual aids with classes of pupils. 4:45 to 5:45 p. m. Lecture presentation in St. Louis Auditorium by the famous motion picture pioneer and scientist, Arthur C. Pillsbury, Berkeley, California, of his remarkable motion pictures on biological, horticultural and floral subjects.

February 25: Informal breakfast hour at Melbourne Hotel, 7:30 to 8:45 a. m. Morning session, St. Louis Auditorium, 9 to 11:30, presenting the following addresses: Teaching Safety Through Visual Methods by Herbert J. Stack, Teachers College, Columbia University; Preparing Teachers in the Use of Visual Sensory Aids by William A. Yeager, School of Education, University of Pittsburgh; The Jones Rotary System of Instruction by Arthur O. Baker of John Marshall High School, Cleveland.

Afternoon session, St. Louis Auditorium, 2 to 4:30, with addresses as follows: The History of the Non-Theatrical Motion-Picture Field by Edwin A. Krows, picture producer, author and editor; The American Film Institute by Edgar Dale, School of Education, Ohio State University; symposium on Sound and Silent Films in Teaching, a discussion of the various aspects, characteristics and problems of the two current forms of motion-pictures for teaching.

* * *

CORRECTION, pages 12-13: The picture at the foot of page 12 is properly entitled, Teachers engaged in learning first-hand how linen and woolen cloth are made. The lower picture on page 13 is properly entitled, Group of teachers learning how to make the sewn book at an institute session.

COMING

February 8—C. T. A. Board of Directors, regular meeting. State headquarters, San Francisco.

February 19—Count Byron de Prorok, lecture on Ancient and Modern Ethiopia, with exclusive motion-pictures, Scottish Rite Auditorium, San Francisco; management, Beatrice Judd Ryan, 2302 Leavenworth Street, San Francisco.

February 19-22—National Vocational Guidance Association; annual convention. Coronado Hotel, St. Louis, Missouri.

February 22-27—N. E. A. Department of Superintendence. St. Louis.

March 9-13—First annual statewide conference on improvement of teaching and learning; auspices State Department of Education. Hotel Biltmore, Los Angeles.

April 1-3—National Recreation Association Western Division, institute conference. Pacific Coast Club and Civic Auditorium, Long Beach.

April 2-4—California Secondary School Principals Association, annual convention. Southern California.

April 3, 4—California State Association of Health, Physical Education and Recreation; annual convention. Long Beach.

April 10, 11—California Teachers Association educational conference and annual meeting. San Francisco.

April 12—Easter Sunday.

June 27-July 4—N. E. A. Convention. Portland, Oregon.

* * *

J. W. Studebaker, U. S. Commissioner of Education, has issued from his office a 12-page mimeographed outline on aid to various phases of education during the economic crisis. He describes the new federal expenditures for certain phases of education from 1933 to the present time. The paper was presented for the information of N. E. A. Educational Policies Commission.

* * *

Elementary Principals Conference

A CONFERENCE of elementary school principals and district superintendents is called by State Department of Education to meet at the Fairmont Hotel, San Francisco, February 15; in co-operation with California Elementary School Principals Association, Bay Section. The program will include presentations and discussions as follows:

9:30—What constitutes a good reading program?

10:30—Trends in curriculum development.

11:30—Business meeting of California Elementary School Principals Association Bay Section.

12:30—Luncheon—Topic of speech The On-Going Curriculum.

Address Miss Charlotte Estes, West Portal School, San Francisco, chairman of local arrangements.

Sally has part in health show

WITH tarlatan wings and fairy costume, Sally shows magic connection between Good Health and Good Teeth. Four factors that help children have good teeth are: Right Food, Personal Care, Dentist's Care and Plenty of Chewing Exercise. There's a reason, a time and a place for Chewing Gum.

Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. . . *The National Association of Chewing Gum Manufacturers.*



35,000 Teachers Belong to California Teachers Association

Here Are Five Reasons Why:

1. What is California Teachers Association?

It is the one state professional organization in which teachers of all types are members. Dues are only \$3.00 per calendar year.

2. How are the funds used?

One-third goes for local activities, i.e. conventions, public relations, assistance to members; two-thirds go for State work—publications, research, legal advice, etc.

3. What has C. T. A. accomplished?

1. Constitutional Amendment 16 which fixed education as the first duty of the state and insured a high standard of service for children and decent living conditions for teachers.

2. Salaries during illness.

3. Retirement salary for teachers after years of faithful service.

4. Tenure protection for good teachers faithfully performing their daily work.

5. Rural supervision. This feature of school practice guarantees good school conditions for children in the most remote areas of California.

6. Sabbatical leave. Many teachers and many schools may secure additional inspiration and better teaching through leaves granted to teachers who wish to study or travel in order that their understanding of educational and social problems may be broadened.

7. There are many other accomplishments that could be listed, among which are legislation pertaining to support of kindergartens, junior high schools and junior colleges, increased requirements for certification, etc. Greater than these, however, has been the defeat of unfavorable legislation which would have seriously crippled public schools and which would have deprived both children and adults of services to which they are entitled.

4. What may be expected in the future?

Study for improvement of teaching and teaching conditions.

The interests of public education protected.

Well-prepared material for school needs.

A program of public relations that will keep the people of California informed as to pending developments or crises in public education.

5. Why should I join C. T. A.?

California has 35,000 members who are willing to contribute their mite and might towards keeping California schools in the forefront educationally. Are you one of the 35,000?

Section Secretaries

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F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section

MRS. PORTIA MOSS
Auburn

North Coast Section

MISS SHIRLEY A. PERRY
Ukiah

Bay Section

EARL G. GRIDLEY
2163 Center Street
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Central Section

LOUIS P. LINN
Route 6, Box 100
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The Reorganized School Progresses!

During the past two years the states of New York, Minnesota, and Montana have definitely recommended junior high school instruction throughout the seventh and eighth grades. In other words, they put the official stamp of approval on six years of secondary school instruction. The National Survey of Secondary Education, Bulletin 1932, No. 17, Monograph 5, shows the progress of the reorganized school up to 1932.



The reorganized school—six elementary grades and six secondary grades—is rapidly becoming the standard organization throughout the United States, whether its secondary unit is organized as a six-year high school, a junior-senior high school, or as separately administered junior and senior high schools.

Please write us for the Program of Studies, Schedule of Classes, and complete list of textbooks to fit the reorganized school.

Allyn and Bacon

560 Mission Street, San Francisco